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OF EDUCATION**



H. H. Peterson

Ideals and Essentials of Education



BY

William Wallace Stetson

*Selected from his publications and manuscripts in
memory of her husband by Rebecca Jane Stetson.*

Assisted by Everett S. Stackpole.

HAVERHILL, MASSACHUSETTS

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C O N T E N T S

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Do for the Child.**

Some Pedagogical Principles.

Helps for Helpers.

Hints for School Superintendents.

The Educational Outlook.

Thoughts by the Way.

His Last Vision.



Biographical Sketch of the Author

William Wallace Stetson was a lineal descendant of Cornet Robert Stetson, who came from England and settled in Scituate, Mass., in 1633. His great grandfather, Batcheler Stetson, moved to Greene, Maine, in 1791, and cleared a farm on which four generations of his descendants have lived. His father, Reuben Stetson, followed the sea many years, six of which he was first mate. He was the last survivor of the crew that took the *Stephen's* exploring expedition to Mexico and Central America in 1839-40. He married Christina S., daughter of David and Lydia (Stackpole) Thompson. These parents made it their whole aim to train up their four sons to have lofty ideals and to become honest and useful citizens. They gained and held a rank in their several communities and professions not often attained by farmer boys.

William Wallace Stetson was born June 17, 1849. His childhood and youth were spent in farm work and in a rural school. At the age of fifteen he began his life work by teaching such a school and boarding around. In those days the country schoolmaster often served as private tutor in the homes where he lodged. He thus gained an

intimate acquaintance with both parents and pupils. At the age of eighteen he went West, where he taught in rural schools, continued his education in a western college, gained further experience in graded and normal schools and served as principal and superintendent of city schools. In 1884 he returned to his native state to visit his parents, and the following year he became superintendent of the schools of Auburn, Maine, holding this position ten years. In January, 1895, he was appointed State Superintendent of the Public Schools of Maine, in which office he continued twelve and a half years.

In early life Mr. Stetson united with the Baptist church in his native town and his name was still on that church roll at the time of his death; but he was too broad to belong solely to one denomination. Wherever he lived, he affiliated with the local church that was most convenient, whether Baptist, Presbyterian, or Congregational, and he always connected himself with the Sabbath school as teacher. For over twenty years he was the leader of a large Bible class in the High Street Congregational Church at Auburn, Maine. The class was made up of lawyers, doctors, merchants, farmers, manufacturers, teachers and deacons. Here ripened judgment of mature years was brought to bear on vexed questions. It was an open forum for the freest discussion. Here he was at his best, teaching the truths he loved most. He sometimes

traveled three hundred miles for the sake of meeting his class on the Lord's day.

A member of the class has said,—“Mr. Stetson is a wonderful teacher. He has the art to which few attain, viz., that of making every member of the class think for himself and think hard. No cue is given; the question never suggests the answer. He is a man of splendid presence and forceful character. He possesses great mental grasp and grip. His mind is orderly and he has a marvelous gift of analysis and classification. He has a rich vocabulary and his sentences are characterized by incisive and epigrammatic utterances. He believes thoroughly in the value of the sixth sense. He has the intuition of a woman. He has vision without being visionary. He sees things that are not in sight and knows things he does not have to learn. He is not emotional, neither does he wear his heart on his sleeve, but he is a man of strong, deep feeling. With him feeling is a higher form of intelligence than thinking, an admission which he does not hesitate to make, notwithstanding he is a splendid thinker and thoroughly cultured in the highest sense.”

During his last illness the members of this Bible class frequently visited him and sent letters, messages and flowers to let him know he was not forgotten and that they missed his inspiration. The following letter was sent in recognition of one of these kind acts.

THE BIBLE CLASS, MY DEAR FRIENDS,

My days have a new light and my nights a new joy because of your beautiful Easter Greeting. I wish I could command the words to tell you the gratitude that fills my heart because you have told me in this welcome form, that I dwell not in suburbs but in the citadel of your affections. Life does not bring any greater blessing than the loyalty of friends we hold in highest esteem. I thank you for giving me this experience.

During these glorious spring days I have been reviewing my history. I find that the so-called great men have but little enobled the work of the world; that they fill but a small place in our thoughts and that they not often stir our feelings. They failed because they sacrificed others instead of themselves and added to suffering instead of relieving it.

In the far away days a babe was born in a stable, cradled in a manger, grew to man's estate in a humble home, worked at a carpenter's bench and when the great day came, spent three years making sacrifices for others and soothing their sufferings. Today His life is the one controlling factor in all activities that bring blessing. His teachings have a larger influence in the ruling of the world than all other forces combined.

Thus we must see that selfishness makes for extinction and that the memory and fruits of sacrifices live in multiplied souls.

Gratefully yours,

W. W. STETSON.

In 1871 Mr. Stetson married Miss Rebecca Jane Killough, of Morning Sun, Iowa, who was an instructor in Monmouth College and Academy, at Monmouth, Illinois. Their interests were always in common, and throughout their married life of thirty-nine years they labored together in their chosen profession, the education of youth.

Mrs. Stetson was a descendant of those Scotch Cove-

nanters who earned the title of "defenders of civil and religious freedom." They were driven from Scotland to the northern part of Ireland and emigrated thence to South Carolina, where they took an active part in the Revolutionary War. Slavery becoming obnoxious they moved to Ohio, which was Mrs. Stetson's native state. From there the family moved to Iowa when it was sparsely settled. She was educated in the rural schools, Morning Sun Academy and Monmouth College. From the latter she received at graduation the degree of A.B., and the degree of A.M. was conferred on her in 1904 in recognition of her long continued services in educational work.

It was during Mr. Stetson's term of superintendency of the schools of Auburn, Maine, that the pupils of his building, responding to his patriotic teaching, were the first to place the stars and stripes over a school building in the state of Maine and the first in the United States to furnish the funds to purchase the flag. By his enthusiastic public spirit he inaugurated the custom of having the children of the public schools furnish the flowers with which to decorate each year the soldiers' graves.

He was interested in whatever brought the greatest good to the greatest number. He formed Chataqua Circles and clubs to study Shakespeare, history, art, etc. He also showed his interest in the business prosperity of the city by proposing the formation of a building and loan

association, thus encouraging the working people to build and own their own houses. It was also through his push and energy, to a large extent, that the Public Library of Auburn was made possible, which he aided by generous contribution and personal solicitation from others. He was a life member of the Young Men's Christian Association, the Home for Aged, Auburn Board of Trade, and a very active and prominent member of the State Board of Trade, being chairman of the Committee on Program for seventeen years. He served as President of the Pedagogical Society, of the American Institute of Instruction, and of the National Educational Association and Department of Superintendents. Because of his addresses made on Decoration Day and other patriotic endeavors he was made an honorary member for life of the Burnside Post of the Grand Army of the Republic. The last letter he wrote, nine days before his death, was one of thanks and appreciation for kindnesses shown by comrades of that post.

The appointment by Governor Cleaves of Mr. W. W. Stetson, in 1895, to the responsible position of State Superintendent of the Public Schools of Maine gave widespread satisfaction in educational and business circles throughout the State, as was shown by the almost phenomenal number of letters of recommendation to the governor. The leading citizens of almost every town in the state gave him strong and hearty endorsement. Among

these were ex-governors, senators, ministers, lawyers, doctors, presidents and professors of colleges and normal and high schools, superintendents and teachers of the common schools,—men from all walks in life. All the teachers of the Auburn schools gave their hearty endorsement for his promotion, although regretting the loss of one who had been their faithful leader, helper and inspirer for more years than ever any former superintendent. Willingly they sent him out to the larger field of labor, knowing he had been a rare and progressive educator for more than two decades. In order to express their esteem and appreciation of his faithful labor among them, and sadness at losing him, they tendered their retiring superintendent a testimonial banquet, and as a token of remembrance presented him with a solid gold watch-guard.

On assuming the wider field of labor, he brought to this work vigorous health, marked enthusiasm and tireless energy, great capacity for sustained effort, wide knowledge of school organization and management, quick insight into educational conditions and needs, and foresight of methods to meet them. He had also a large and ready fund of pedagogical laws and facts, the power to think clearly and connectedly unto right conclusions and in addition a terse, vigorous, graphic style of expression both in speech and writing, enabling others to make his thought their own. He always tried to transfuse his love, care and zeal into

the minds of his co-workers. He had a delicate touch and a skillful handling of any subject. What he thought he never insinuated ; what he believed he never allowed to make its way indirectly into the minds of those whom he wished to interest and help. As has been said of a certain writer, "He may almost have been said to stand by his listener's side to jog him if he once happened to forget."

He had lived in the strenuous West as well as the conservative East ; yet he was not typical of either one or the other. He had sojourned in the South, and studied the schools there. In 1883 he made an extensive trip abroad, studying the different school systems of the most progressive educators in England, France and Germany. Thus his educational ideals were broad and comprehensive.

It had long been conceded by educators that the rural schools of the state were in an unsatisfactory condition. The work was un-systematic and superficial. Many of the teachers were poorly fitted in scholarship and had little knowledge of the simplest methods of imparting instruction to children. The majority of those employing teachers and supervising the schools were ignorant of the first principles of pedagogy and of what a school should be. Attempts at reform and improvements had been made, courses of study had been outlined for rural schools in order to bring the work into more systematic conditions,



BIRTHPLACE OF WILLIAM WALLACE STETSON, GREENE, ME.

but as long as the direct system existed the rural conditions could be improved but little.

In 1895 this system ceased to exist and the law that abolished it provided for reform in local supervision. County teachers' organizations had been permanently established and summer schools as experiments had proved practicable and desirable agencies for giving needed help to teachers. Their success paved the way for the legislation which gave them a permanent place in the educational system of Maine.

That Mr. Stetson had a clear and definite conception of the work to be done for the state and how to do it, was evident from the first. When he took up his duties, the legislature was still in session. Before its adjournment he secured the passage of acts and resolves enabling him to have printed, for distribution, circulars of information. He was authorized to maintain, for teachers, summer schools of two weeks' duration and to hold state examinations and issue state certificates.

Without disparagement to former incumbents of this office, it was truthfully said that he entered upon the work of his position with an energy and intelligence not seen around the State House in the memory of any inhabitant of the Capital. He never acquired what was known as the "State House Gait".

According to Mr. Stetson's ideas Maine schools could

not be superintended wholly from a quartered-oak desk in a steam-heated office, the vantage point of a parlor car, nor by confining himself within the boundaries of Maine.

In order that he might know how and what to do for the good of the youth of the state, he did just as he always advised his teachers when presented with a difficult problem; he made a searching, personal investigation into the actual conditions and needs of the rural schools before he attempted any discussion or suggestions as to the remedies.

During the fall of 1895 he visited two hundred rural schools in Maine, the poorest and best in eight counties, making systematic inspection, believing that the schools could not be improved until he had made a careful study of them, the teachers and their needs.

The results of this inspection furnished him with a fund of facts and illustrations which, delineated as mildly as he put them in his report of that year, poured a flood of light upon the actual condition of the rural schools, and brought out not a few adverse criticisms from those who were well satisfied with the old regime. It was also charged that the report contained "needless bulk": a less number of pages would contain all its facts.

It contained something besides facts. No one who carefully read this report, who had any knowledge of the condition of rural schools, and had the success of these schools at heart, would make such a charge. To all who were di-

rectly interested, whether parents, teachers or superintendents, this first report of Mr. Stetson was of positive value, and occupied a place, second to none, in the line of helps to school work. A president of one of the colleges of Maine, in an address before the Maine Pedagogical Society, said concerning this report: "The State Superintendent has done an audacious thing. He has had the courage to tell the plain and awful truth about these schools of ours; not only has he whispered it to a few friends, but he has published it from the house-top; yes, and what is worse, he has put it in print and scattered it to the ends of the earth. Now in all this I believe he has done wisely. It is of no use to hush up a bad state of affairs. As someone else has said in justification of pessimism, 'In a world where everything is bad it is good to know the worst.' We know the worst. We know the worst about the common schools at least; not verbal description merely, but in the unimpeachable veracity of cold figures, furnished by the officers of these schools themselves." And again a noted educator said, "Next in rank to the great educational report issued by Horace Mann is the report of Hon. W. W. Stetson, Superintendent of the common schools of Maine." A friend of the youth and schools of the state published, "We admire Mr. Stetson's moral courage which was manifested in placing this report before the citizens of Maine, picturing, as it does, the actual condition of our common

schools, for courage it certainly required. He doubtless was well aware that when this work should appear before the public, a storm of adverse criticism, personal ridicule, and unbounded sarcasm, would be hurled at him by those whose loyalty to their state and its schools is drowned by favoritism and personal greed. Personal knowledge of Mr. Stetson's brilliant career as an educator prompted us to write this short vindication of his noble work. He is a man ever alive to all questions of educational reform, having won by his persistent effort and untiring energy along this line an enviable position among the educators of New England."

During this first year of work, so varied, so onerous and continuous that it would have been impossible for any less vigorous, energetic and thoroughly healthy man, he organized, planned and directed the work of six summer schools; he issued a course of study for the Elementary Schools of Maine, with suggestions and explanations for use; he personally attended most of the County Institutes; he superintended the work and he planned and organized state examinations of teachers, besides preparing his annual report and performing the routine office work which could not be done by his assistant.

The whole report was unique and original not only in its subject matter but in its presentation of truths long sus-

pected but never before put in cold type. His criticisms were couched in plain but mild terms.

He had a high ideal of what the common school should do. He ever endeavored to arouse the interest of the parents and the community in their schools. He reached the root of defects when he said "The state will have good schools when parents and officials demand better work and are willing to employ competent teachers and pay an adequate remuneration." It was astonishing how little interest parents took in the work of their children, and as a fact in many communities the parents were either indifferent or hostile to both school and teachers. He gave the parents the best advice, urging them to give aid, confidence and respect to the teacher who had so much to do with molding the characters of their children. The weakest spot in the common schools of Maine is the want of local interest. The average citizen does not know much about the physical surroundings, yards, rooms and furnishings where his children are placed. Few realize the mischief done to their children by the negligence of parents and officials.

The illustrations, collected with great care, which add materially to the attractiveness of this valuable educational report include "Unique Examples of Interior Decorations," "The Poorest of the Past," "The Poorest of the Present," "The Average of the Present" and "The Best of the Present." Never before, in the history of the state, had one of the

departments issued a more exhaustive report in its special line, the preparation of which involved a vast amount of labor by its author.

Superintendent Stetson said after the above thorough investigation that, "When one contrasts the buildings furnished for breeders of pet stock with many of our school premises, it is not peculiarly gratifying to one who believes that boys and girls are quite as valuable as blooded stock. It is hoped that in the effort which is being made to give our state a fair record that the children will not be relegated to the back-ground and that they will not cease to receive the consideration of our business and professional men,—the men who have in their hands the molding of the state.

It is for the financial interest of every owner of property, every toiler with his hands, every lover of his kind, to furnish the children with such physical surroundings, such moral atmosphere, such mental training, such æsthetic opportunities as will permit them to take as worthy a place in the work of the world as the citizens of Maine have been famous for filling in the years that are past."

He gave force and something of uniformity to the work of local supervision by holding conventions of superintendents for considering ways and means. Even a casual study of the special returns by local superintendents tabulated by the State Superintendent made it clear that the time had

come to provide for expert superintendency of the schools of Maine. Accordingly he and the leading educators of the state presented a bill which was passed, providing a law by which any union of towns could put their schools in charge of expert superintendents, a law of which many towns took advantage.

Mr. Stetson so organized the work of the summer schools that it formed a continuous, systematic course of instruction in pedagogy, extending over four terms of two weeks each, with the right to a diploma to any teacher attending two-thirds of the time of each term.

Attendance on these summer schools was not compulsory but when their nature and object were more widely known, teachers soon saw the necessity of keeping abreast of the times. Those who were gaining the best positions and those who were ambitious to occupy these positions were the ones who were most interested.

Superintendent Stetson was considered a competent judge of the merits of the work of summer schools as is shown by the following letter :

MY DEAR MR. STETSON:—

I cannot begin to tell you how much pleased I am with your letter. The opportunities which you have had of judging the work done by different universities in their summer schools, make your testimony exceptionally valuable; and I am very grateful to you for your kindness in letting me know your impression.

Faithfully yours,

ARTHUR T. HADLEY,

Pres. of Yale University.

Under Mr. Stetson's direction and supervision the state examinations were conducted, from inception to finish, solely with the purpose of helping the teachers and through them the schools. The advantages accruing from the possession of a diploma were ; the holder need not take an examination for a local certificate ; it showed the fitness of the possessor, ambition to excel, and love for her work. It was a most reliable testimonial when applying for a new position.

Mr. Stetson's reports were considered the most valuable documents published in the State of Maine and regarded as an authority by the foremost educators. They were always full of suggestions and helpful ideas.

The following excerpts from letters, written to him during his educational work, are from persons in all walks of life, both in his own state and nearly every other state. They show something of the worth of the work he did and of the man who devoted all his life to the uplifting of humanity.

One governor said on reappointing Mr. Stetson, "I am glad to do this to show my appreciation of your good work which you have so faithfully performed. You have very zealously looked after all the schools and done a great deal more hard work than any other superintendent ever thought of doing. The manner in which you have conducted the office has been in the interest of the schools of

our state, and I am glad to make the appointment early without any suggestion or request."

"Several excellent reports have reached us from various states this year, each taking up special subjects and drawing valuable lessons. In my opinion, however, none strike the knot more squarely than you do in the matter of supervision and expenditure of funds. The report should be placed in the hands of every lawyer, clergyman, physician, as well as legislator, school official and parent throughout the state. I wish you a good crop from your sowing."

"Yours is the most valuable report I have received from any section of the country. It is intensely practical, and full of useful statistics, 'as an egg is full of meat.' Its frankness, its directness, its honesty is beyond all praise. You have the happy faculty of striking at defects in the system, so as to cure and not to aggravate the evil. At the same time, you give well-merited praise in the most graceful and pleasing fashion. The report is inspiring. It will do a world of good. It takes courage to talk and write as you do. Your books have given me great pleasure in the reading, and I have derived from them much profit."

"The educational matter from your department came New Year's Day. Thanks for it. I do not know that I ever had a New Year's gift that supplied me with just

what I wanted and needed very much ; but this information filled the 'bill of fare.' Kindly accept my thanks. Under the present leadership the schools of Maine are safe and will soon be among the first schools of the east. I am not sure but that they are already occupying that distinction."

MY DEAR MR. STETSON:—

I want to thank you with all my heart for the pamphlets and tracts you sent me. I have read them with a keen sense of satisfaction. Your chapter on "Something the Common School should do for the Child" is admirable in every respect. If these principles could become a part of the unconscious equipment of every teacher in Maine, what an increment of strength would be added to the force of civilization.

I am a Maine boy and I rejoice that one just like you is at the head of the educational system of the noble state.

Believe me, with much regard,

Ever yours,

CHAS. F. THWING, Pres.

Western Reserve University.

You are doing a great work, the influence of which is felt throughout the remotest parts of the Union.

I shall want to use extracts from your books.

CLAUDE J. BELL, Editor.

Nashville, Tenn.

Your report at hand. It is a splendid piece of work. I shall review it (in German,) for an International Pedagogical Review printed in Leipzig.

I have just completed a second reading of your report, and it increases the feeling that there is a great amount of work in it and that it is a careful, progressive and valuable document.

You boil down the essentials of school hygiene to a nicety and I may say of the whole document, that I esteem it your best.

M. H. SMALL, Clark University.

I thank you for sending me such good literature, and I hope you will keep me on your mailing list so I may keep in touch with the work you are doing in educational subjects.

Now that the Summer School is over, I think that I express the feeling of the members when I say that we all enjoyed your week with us more fully than that under any of the other lecturers.

W. H. HACKETT, Prof.

Yale University.

DEAR SIR:—

“I wish to write you a few words of congratulation about the opening chapter of your last school report: Reading and Literature, also on Schools of the Past and Future.

I read and re-read these chapters, and I wonder, ‘What do I most admire, the pith or the bark; the wisdom of the thought or the beauty of the clothing.’

As a scholar, you exhibit a wonderful knowledge of the finest shadings of words, of their fitness and their force. You are an intellectual engine. Your writings are simple and forceful with those charms which appeal to the artistic sense and satisfy the literary longings. That is your personal grace of style.

Are you not a poet? Yes, you are. I see it in your ‘well-springs of action,’ in your ‘pith’ pulled from the treatise read, in your description of the ideal ‘home,’ in your ‘pulse of nature’ as it beats out its songs of joy, in your ‘daisy torn asunder by the ruthless plough-share.’ In your ‘voice and message of nature,’ wherein ‘we see the Creator as towering in the hills, blossoming in the valleys, floating in the clouds, coming to us in the waves of the ocean, falling upon us in showers and blessing us in the sunshine.’

Not only a poet, but a painter. You speak of ‘Englishmen as they lived and walked and talked in the orchards and lanes, homes and farms, shops and cloisters, village greens, and tournament scenes

of Old England':—that is a charming picture in a few dabs of your brush. Your portrayals of the different authors recommended are subjectively fine, accurate, complete pictures.

What a profound knowledge of literature you must have to draw out so vivid sketches both of the men and their works! I also see admirable pieces of drawing in the sketches of the three schools, past, present and future. Everywhere in your writings, Mr. Stetson, you stand out as a powerful master of the English language; knowing consummately 'the words to use and the places thereof', and with the same ease and accuracy 'hurling thunderbolts' 'blazing paths for years to come,'—'singing with the winds through the trees,' pointing to the children, 'beauty of flowers, its fragrance and lesson.' Everywhere you are an exhaustive expounder of thought.

You say of the teacher: 'what she knows, thinks, feels, believes, hopes, strives for'; you say that 'she should understand the hopes of the child, appreciate his fears, realize his shortcomings, comprehend his ability and walk with him in his mental, moral, physical, social and recreative activities'; you enumerate 'the incidents, characters, illustrations, arguments, reflections, hints, suggestions, teachings contained in Dante's *Inferno*'; and in every case you exhaust the idea; nothing is left. Only a master of the language, and a profound thinker can do that. 'Apples of gold in pictures of silver.'

As a philosopher and educationalist, (now I turn to the 'pith,' to the substance of your writings,)—you reveal both the keenness and profoundness of your genius by inculcating, just at the outset, the necessity of joining 'inspiration' to 'instruction'; the necessity of studying 'words as individual items, and the parts of each word'; the necessity of 'knowing and loving the child', the necessity of keeping oneself in close touch with the actual world, abreast with the times, by reading proper periodicals, by reading the same book many times, and reading for ideas rather than facts; by discovering, defining, illustrating and mastering principles; by rendering cheerful obedience, 'because of respect for oneself, and regard for properly constituted authority', by knowing the state and nation, the point at which we started, the path we have followed, the highway in which and the goal toward which we are traveling'; the necessity of less gaudy apparel

and less exciting and demoralizing entertainments for the child and courses of study suited to the age of the pupils: the necessity of competent and devoted teachers and school officials, of providing sightly, comfortable, hygienic houses and proper equipments, by arousing the interest of the parents, community, etc.

'The School of the Past, Present and Future', your conception is noble, grand, worthy of a great nation at the zenith of a perfect Christian civilization. I fear you and I will not live long enough to behold with our mortal eyes our common schools in so high a state of perfection.

Nevertheless, it is well, it is good, it is 'inspiring' and you have the support and gratitude of all well thinking people.

Finally, I think it is no extravagance to say that for classic, expressive English, scholarship attainments, educational wisdom and devotedness, you have few peers, and no superiors.

My most heartfelt thanks and congratulations."

REV. F. X. B.

The far reaching influence of the work of Mr. Stetson may be shown to some extent by quoting briefly some extracts from a few communications received from educational officers and papers from foreign countries. Requests were made for permission to translate certain parts into their own language and print them in their school curriculum.

Mexico says ;—"I would like your permission to translate some of your works and publish them in one of our most important educational papers. I am also very desirous to obtain a copy of your Sketches, Designs and Plans for School Buildings and School Yards which I saw in the Teacher's College, Columbia University, New York."

Another says, "You have been a benediction to me from the first time I met you. Your face, your manner and your general good purposes have blessed me ever since, whether I am standing up, or sitting down or reclining."

"I am much struck with the broad, earnest and helpful messages to the people of your state. I have no desire to flatter you, but am convinced that no one could read your publications without being convinced that Maine has a true, enthusiastic educationalist controlling the educational affairs of the state. I wish to express my thanks for the valuable aid you have given me and our people."

The publications of State Superintendent Stetson have been called for by educational men and papers of many countries; among these are the British Provinces, Porto Rico, Philippine Islands, Mexico, Chili, New Zealand, etc.

The editor of a New Zealand paper, after a perusal of some of Mr. Stetson's educational productions, wrote the following comments:—

"The little children are very big people in the United States of America just now. At last that country seems to have generously recognized that boys and girls have a habit of developing into men and women. There is a wide-spread movement to catch the prospective citizens early, and make them thoroughly fit to enjoy life healthily and at the same time help their country to keep in the van of the nations. The educationalists are working for pleas-

ant buildings, located in good grounds, with flowers and trees around. They want the pupils to see pictures on the walls, to sit comfortably, to study thoughtfully. They wish to abolish the parrot and substitute an intelligent human being. In this revival Maine appears to lead the way. That state is blessed with an enthusiast, a tireless man, W. W. Stetson, Superintendent of the Educational Department. He raises his voice on paper, and he sings in a way that makes the people listen, gratefully. Even his correspondence paper bears signs of his belief that the care of the young is the most important national duty. On the left hand corner of his note-paper sheet there are five statements—democratic, incontrovertible,

‘The homes of Maine are domestic universities.

The home and the school hold the hope of the future.

The common school is to be the social, literary, and art center of the community.

The safety of the nation is not in the hands of its rulers, but in the lives of its common people.

The world’s best servant knows the past, lives in the present, foresees the future, and is ready for the next thing.’

Obviously the idea is to teach children that they live and are parts of a great living machine.”

Such appreciation from far off New Zealand was encouraging to the man who gave his all for the betterment of not only his own state but of the whole world.

The leaders of educational thought in the British Provinces, who were especially interested in the French people, have translated for the use of their schools the booklet, "Some Things the School should do for the Child," and placed it in the hands of every teacher, pupil and school official in all the provinces. Many others have also been translated in France and Germany and widely distributed.

One of the translators says :—"I have just completed the translation of your so remarkable chapter, 'Certain Things the Common School should do for the Child.'

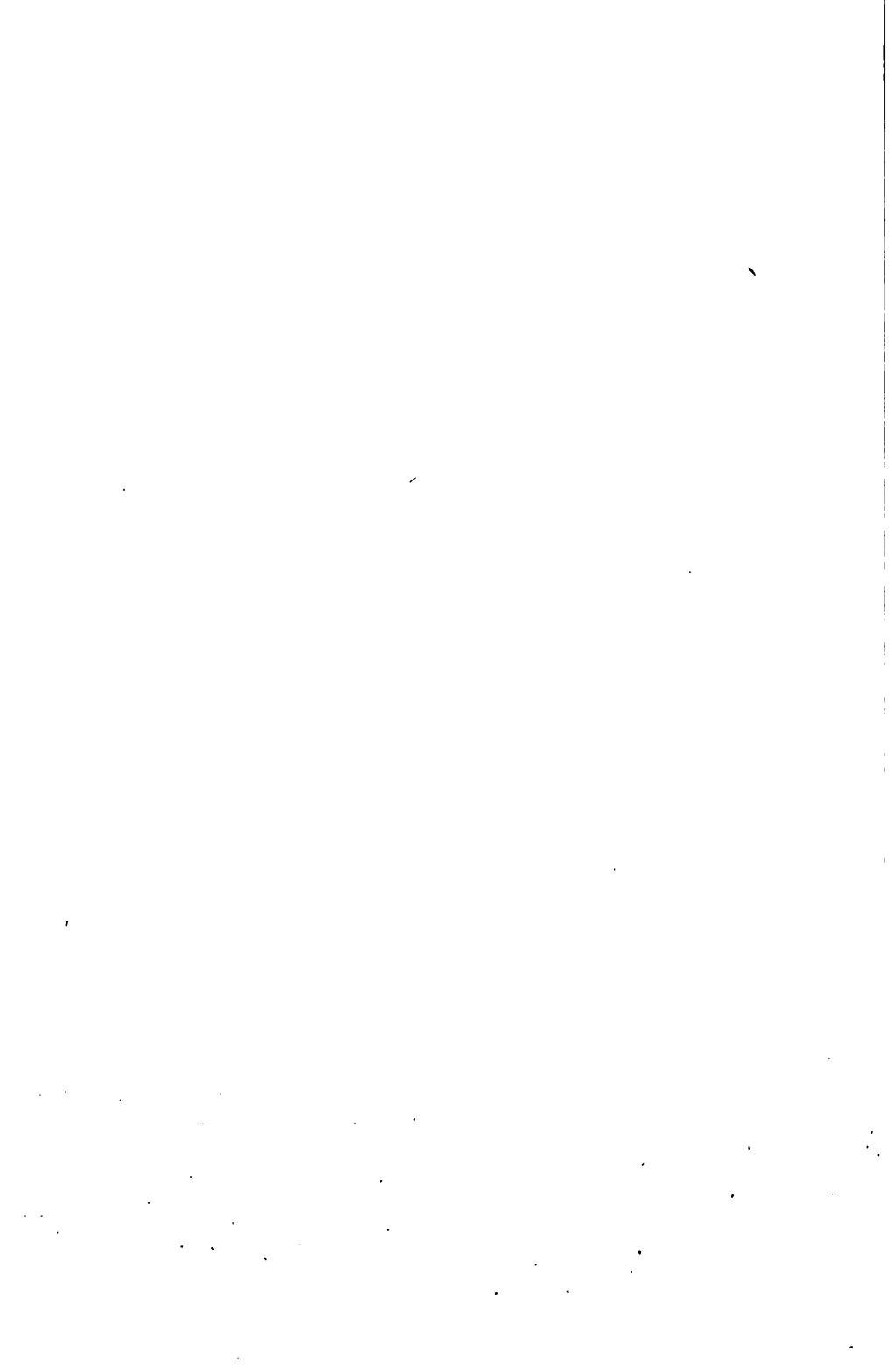
I am not sure of having rendered justice to the original, so high is the order of your literature ; and from my work came an admiration more vivid than ever for your attainments as a scholar.

How precious and invaluable are the services you render to the state and the great cause of education. May God speed the day when the gratefulness of the people will be your reward."

To arouse local interest in the schools and better the conditions of buildings, their furnishings and surroundings, Superintendent Stetson made an appeal for the love of the beautiful in nature, art and literature. He said, "The officials, teachers, parents and pupils of the state can render a great service by organizing for the following purposes, to improve school grounds and buildings, to furnish suitable reading matter for pupils and people, and to pro-



DISTRICT SCHOOL HOUSE, GREENE, ME.
Here W. W. Stetson's schooling began.



vide works of art for schoolrooms. To accomplish these ends it has been decided to inaugurate a movement for the organization of societies to be known as the "School Improvement League of Maine."

This movement was heartily seconded by superintendents and teachers throughout the state. The school yards were beautified and kept clean. School libraries were purchased. Pictures and busts adorned the rooms. Flowers, shrubs and trees were planted. Bare walls were papered, and window shades or curtains began to appear. Musical instruments were introduced, and flags floated over the school houses. Such things as mirrors and towels were found to have an educative value. Above all the children were trained to habits of cleanliness, and a love for the beautiful was cultivated with an ability to perceive it. One superintendent wrote,

"No other thing of all Mr. Stetson's plans for the uplift of humanity has done more good than this organization. It should be included in the curriculum of every school in the land and be as thoroughly taught as the three R's."

The following letter, written by the seven-year-old president of a league, son of the president of a college, is just as he wrote it,

DEAR SIR:—We have an Improvement League in our school. I am president of it, and would like very much if you would send us forty of the S. I. L. M. buttons. If you think that too many please send as many as you can. Our league has done much for the school.

The yard has been kept clean which was always dirty. We have bought pictures and many other things. I remain

Yours sincerely,

Mr. Stetson did an important work in changing the trend of historical study and research. Heretofore the study of history had been chiefly about foreign and ancient countries. While believing it was important to learn the history of the world, he felt this was the work of advanced schools and colleges. It is the business of the common schools to teach local history and geography. The child should learn about the history of his own town and something of the hills, valleys, lakes, rivers, islands, soil and industries of the locality in which he lives and later add to this knowledge the history of other countries.

It is of great value for the child to know somewhat in detail the form of government to which he is most directly responsible; he may study less the earlier forms of misrule. It is better to know and be familiar with the duties of the officials of his own municipality than to know how foreign governments administer their affairs.

It is important to have a personal acquaintance with the quality, character, hardships and experiences of the early settlers of one's own section in their industrial and social relations.

To study history intelligently, the pupils must know men

in their personal activities, become acquainted with the customs and institutions amidst which they have lived.

In civics, the nature of the local government, its functions, powers and methods of procedure should be understood. The child is to go to the original sources for his facts. Under the direction of the teacher he is to work, and all this will better enable him to study from books the geography, history and governments of the state and nation, and also of the world. It will induce an interest in local affairs, and a pride in one's own town and state, thus conducing to make intelligent and safe citizens.

Mr. Stetson recognizing the general lack of information in the common schools on this practical and important subject of history and civil government of Maine wrote a brief history with a description of its civil government and duties of state, county and town officials. This book is full of practical information which should be in the possession of every boy and girl in the state.

The author of this book knew thoroughly, from personal visitation, almost every town and school district in the state. He often left the beaten paths of travel and by means of stage coaches, private conveyances and canoes reached the frontier settlements.

He knew the literature of the state ; he loved her history and traditions ; he had literary skill, enthusiasm and energy which colored his style and gave life-like vigor to

his delineations of history and tradition. Material, sentiment, style and originality of the author are admirably combined in making an interesting and valuable book.

The story of the state is told in an entertaining manner ; the facts are so stated as to be easily understood by the young.

The author divided his work in two parts. The first part treats of the first discovery of America and the first settlement of Maine, discussing its political and religious progress down to the date when the book was published.

The second part treats of the civil government of the state. It explains the first form of government, the family, and the succeeding forms, the schools, town, city, county and state government including the legislative, executive and judiciary departments. The rights and duties of citizens, political parties, elections, taxations and state institutions are all clearly explained.

The whole book is written in such a way as to appeal to the hearts as well as the minds of the young. It is easily within the comprehension of the average boy or girl, and the study of it, like charity, should always begin at home.

Primarily, it was written for the use of the public schools of the state, but it has been taken up as a course of study by some of the women's clubs.

The book has become an authority and has been adopted in many of the public schools of the state as a text-

book. The writing of this work was largely inspired by the desire to carry forward and advance his views of teaching local history, and certainly he must have been satisfied with the result.

No book issued for years has met the instantaneous demand in Maine, as did the "History and Civil Government of Maine" under the authorship of the State Superintendent of Public Instruction. In the course of a few months it was adopted in the leading city and rural schools, also in High and Normal schools, as a text-book or reference book in their libraries.

The following are a few out of many testimonials:—

"In preparing my Lowell Lectures, I have fifty times used your careful history of Maine. Every time I have used it, I have rejoiced in the care and accuracy which make it a reliable authority.

"I wish indeed that every state might be so fortunate in having a historian, and be wise enough to see that its own history is one of the first things taught in its common schools."

E. E. H.

"Mr. Stetson illustrates in education what Fessenden, Morrill, Blaine, Reed, Dingley and Frye have illustrated in statesmanship,—the intense devotion of a son of Maine to the history, traditions, institutions and sentiment of the state, and loyalty to his own department of public work.

"Maine has but one per cent of the population, and one

per cent of the area of the United States, exclusive of the colonies, and yet she has furnished a large proportion of the eminent statesmen and jurists, political vigor and influence of the country.

"Mr. Stetson, in this, the best state history and study of civil government that has as yet been given any state, exemplifies the conditions that have made her influence so majestic. The book is true to history, loyal to traditions, intense in local sentiment, without for a moment nursing local conceit to the verge of state bigotry, as some authors have done.

"Maine can but enjoy the book and be proud of its author, and yet there is not a sentence in it that would preclude enthusiasm if Mr. Stetson were to become the head of any city school system, or the head of a college or Normal school in any other state.

"This unusual attainment results from the fact that the work is artistically done, which means that it is not in the least artfully done. It has led many of the papers in Maine to call for the selection of Mr. Stetson for governor, which honor he would most respectfully decline, preferring to be an educator rather than governor.

"A feature of this book which is not to be lost sight of is its thorough educational value. It is good history, good civics, and good pedagogy. It is as near a bit of model school book making as has appeared in many a day. It

not only tells about citizenship, but it will inevitably make better citizens. It is focused for citizen making."

"'The History and Civil Government of Maine' is, in my judgment, a very notable piece of work. Mr. Stetson has succeeded in writing a history that is admirably adapted to school use, and at the same time exceedingly interesting and helpful to the general reader. It is not too long. It is written in plain English and intensely interesting.

"It should be studied in every school in the state. All our young people ought to learn the history and resources of their native state and know that Maine is not only a good state in which to be born but a good state in which to live."

A. J. R., Pres. C. C.

Mr. Stetson's writings show in every line how close was his observation at all times and every experience quickened his judgment and broadened his sympathies. He fully believed in a continual progress of thought and society, and the steady development of humanity. His mind was filled with many beautiful images and ideals of what he desired to have done for advancement in the educational field and for the improvement of the boys and girls of the land. He was proud of his native state and the men she had sent out to be governors, vice-presidents, senators, representatives and educators all over the Union, feeling

that the best he could do and give the youth of the state was none too much.

He wrote many articles for educational journals, encyclopedias and papers of all descriptions, besides the literary work which he did in connection with his superintendency of the public schools of his state.

A perusal of the many helpful suggestions, cards, leaflets, pamphlets on school buildings and grounds, methods, lists of books for libraries, reports, courses of study, lists of pictures and statuary appropriate for school rooms, and numerous other things may give a faint idea of the extraordinary mental force and work done during the years of service as State Superintendent. These productions have made him widely known as a clear thinker and a forceful writer and speaker in the educational field both at home and abroad.

Progress must always come through better wages for teachers, longer school terms, more school money, better qualifications of teachers and courses of study modified to meet the demands of the changed conditions of pupils. Mr. Stetson wrought along all these lines. The summer schools did good work. Teachers' classes were organized. County and district conventions were held. Special effort was made for the rural schools in many ways. An interest was awakened among the country people. Better buildings, more pleasant surroundings in grounds and decora-

tions were secured. No other superintendent ever so thoroughly visited and examined into the conditions of the schools of Maine, or held so many teachers' and superintendents' gatherings and made his personal influence for good felt by so many teachers and so many people of the state. Mr. Stetson made his mark among the educational workers, not only in his own state but also in nearly every state of the Union, and at the close of his life work no educator had a higher standing than this Maine man.

During his incumbency Mr. Stetson gave the schools of Maine a name which has gone far beyond our own country. This he did by the ability and dignity he brought to the office and the cosmopolitan interest he manifested in the schools of other lands. In very many states of the Union and in the Provinces of Canada, the schools of Maine, during his term of office, were well and favorably known, entirely through his efforts and public spirit.

The last years of his superintendency he had so many calls to work in educational conventions in other states and countries that he decided to take the larger field of work. He had been planning to make a trip around the world and fill some engagements in other countries; it was time he carried out this plan.

When it was known that Hon. W. W. Stetson had resigned his position as State Superintendent, friends from all over the Union expressed regret at losing him from a

field of labor that he had filled so successfully for twelve years.

Extracts from some of these letters are given :—

"My acquaintance with Mr. Stetson began years ago when he was superintendent of the Auburn schools and I was in a similar position in Waterville. I regarded Mr. Stetson at that time as a man of exceptional power. After his appointment as State Superintendent of Schools of Maine I watched his career with keen interest. His office became at once and remained a veritable reservoir of pure educational thought and direction. There poured forth from it, under the form of leaflets, pamphlets, circular letters and reports, a continual stream for the enlightenment and the inspiration of the teachers and pupils of the state.

"Mr. Stetson has a strong and commanding personality ; he is an indefatigable worker, a forceful and independent thinker ; he loves justice and hates iniquity ; courteous but not condescending ; a masterly teacher and an admirable executive.

"He is an orator par excellence. In him are combined the droll wit of the Yankee, the brusque persuasiveness of the Westerner, the captivating eloquence of the Southerner. And he fills the eye, this Northern pine."

On June first, 1907, the day Mr. Stetson vacated his office of State Superintendent of Public Schools of Maine,

a man eighty-four years of age wrote him as follows :—

"I have a very high regard for a man that devotes so many years of his life in improving the minds of young people and fitting them for useful lives.

"The work you loved so well is going forward and it will go on and on forever, in the lives of others. In your honest efforts for the good of the world, you must not expect the approval of all men; your victory is in knowing that the good work will go on after you are called home.

"They crucified our Lord and stoned Stephen but we are reaping the fruits of their good work today.

"May God bless you and yours is the wish of,

Your friend,"

"During the last ten years I have had the pleasure of hearing the greatest educators of our country. These include university presidents, college men of special training, superintendents of wide reputation and educational leaders upon the popular platform. Among this group will be found William Wallace Stetson, Ex-Superintendent of Maine.

"His was a rare talent for stimulating the highest and best in the human heart. His mind is clear, his spirit refined and his influence is wholesome. He seems to possess the devotion that distinguished Horace Mann. I regard him as one of the very best men I have met in the educational movement of the day. I wish our college could be so fortunate as to identify Mr. Stetson with our new movement."

S. D. FRAS,

Pres. Antioch College, O.

"I have known Ex-Superintendent William Wallace Stetson all my life, and we have had him talk to the teachers at our State meeting. As a result, many of the superintendents of other parts of the state asked for his services.

"It is believed by Western people, that Mr. Stetson has done more to organize, develop and systematize the schools

of Maine, and bring them to the front and make a reputation outside the state than any other man or group of men."

"I saw William Wallace Stetson first at Edward Little Institute, Auburn, Maine, in 1865, and have watched his career ever since. While he was superintendent and teacher in Auburn, I was pastor of a church there, and I know he was highly esteemed by both pupils and teachers. I contributed my influence to have him appointed superintendent of the schools of the state. I have read some of his publications and heard him on the platform, all of which convince me that he was the right man for the place he has filled during the last twelve years. He has *'filled'* the place. Moreover he has enlarged the place he filled. Josh Billings says that, 'Some men's idea of success is to find a vacant chair and sit down in it.' Mr. Stetson filled his chair at Augusta by leaving it and keeping on the move throughout the state and country. It has been well said that 'The soul of education is the education of the soul.' Mr. Stetson has recognized this truth by keeping before the teachers, schools and the educational world high ideals of moral character, of manhood and womanhood, and of serviceableness to humanity. His aim has been to teach the coming generations to be grand and do nobly."

"From my first acquaintance with Hon. William Wallace

Stetson he has had a fascination for me. His cordial greeting, warm interest in the welfare of his friends, his professional enthusiasm, his alert intellect, splendid physique, eloquent personality,—these are the elements that I have associated with Mr. Stetson. The first time I heard him from the platform he made an impression upon my mind which has never been erased. It is just that impression he has been making upon the minds of his thousands of hearers as he has traveled the country over.

“I was glad when he became State Superintendent, for I felt he could invigorate the whole public school system. This he has done and his influence has gone into every state. Today Mr. Stetson is a national figure and his work is not done.

“Massachusetts had her Horace Mann, and Connecticut, her Henry Barnard. Maine has had her William Wallace Stetson.”

“I am really pained to know that you have given up your position. I have for some years regarded you as one of the ablest and most progressive State Superintendents in America, and I know that you have done more for public schools throughout the Union than any other man occupying a similar position.”

“Integrity, strength of character, keen intellect, simplicity, sympathy, taken with those factors that make up the scholar and teacher are seldom combined in one individual as we find them in

William Wallace Stetson. His striking personality as a speaker and his wonderful power as an organizer have made him one of the most prominent and useful school men of the time. No friend of Mr. Stetson or of public education but will feel a distinct loss has been sustained to the profession everywhere in his retirement from service. His worth is being felt more and more. He stands high in the educational councils of the country.

"As a lecturer he has already succeeded; analytic in thought, forceful in expression and original and accurate in phrasing, he holds his audience to the last.

"As a man he is always genial, kindly, considerate and endears himself to thousands. I count it a great privilege to number him among my closest friends and trust I may always be so honored."

ARTHUR H. CHAMBERLAIN, Acting Pres.

Throop Polytechnic Institute,
California.

"For fifteen years I have had the pleasure of an acquaintance with Ex-State Superintendent, W. W. Stetson, and during all these years I have been gratified to note his valuable and progressive labors in behalf of public education. For more than two years we served as members of the Committee of Twelve, a Committee appointed by the Council of the National Educational Association to prepare a report upon the problems pertaining to rural schools of our country, in which Mr. Stetson's service was valuable, indeed.

"He is a *bona fide* student of education and among the State Superintendents of America occupies, and justly so, a commanding position."

W. W. SUTTON, Prof. of Education,
University of Texas.

"I am glad to add my testimonial of one whom I have known as a close friend for fifteen years. The work W. W. Stetson has done for the State of Maine will stand for ever. During our long friendship, I have found him a man of honor, of strong integrity, of loyalty, of high ideals,

square and true to the line. The State of Maine owes him a lasting debt of gratitude, for he gave his life that generations to come might profit by his sacrificing efforts.

"Best of all it is that those who were permitted to know him and walk with him can never forget his loyal friendship, his magnificent power, his generous heart and upright spirit. It will take more than the little calumny of enemies to obliterate the affection which we of my little household entertain for this big hearted man.

"When the educational history of Maine shall be written, William Wallace Stetson will stand head and shoulders above them all, 'undimmed by time and undisturbed by fears'."

"The good work Mr. Stetson has done is well known throughout the educational world and will outlast every schoolhouse in Maine, for it has been wrought into the lives of thousands of boys and girls, destined to influence the men and women of other generations."

Some idea of his activity may be gained by noting the following record of lectures and publications, while acting as State Superintendent :

He delivered addresses before the National Educational Association ; National Department of Superintendence ; Congress of Education, Trans-Mississippi Exposition, Omaha ; The Dominion Educational Association, Halifax ; Religious Educational Association U. S. ; National Council

of Congregational Churches ; Provincial Educational Association ; Conference for Education in the South ; Teachers' Association in St. John, and Toronto ; School Masters' Club, New York City ; Barnard Club, Providence ; Woman's Normal and Industrial College, Greensboro ; State Normal School, Fitchburg ; Conferences in Carolina, Georgia and Alabama.

He lectured before State Teachers' Associations in New Hampshire, Vermont, Connecticut, Virginia, Carolina, Louisiana, Michigan, Iowa, Illinois, Nebraska and Colorado.

He gave courses of lectures in Summer Schools at Yale University, Miami University, Antioch College, Kirksville Normal College, Trans-Mississippi Summer School for Superintendents, State Normal College, Emporia ; State Normal School, Salem ; Monmouth College ; Berea State Normal College, State Normal and Industrial School and Teachers' Institutes in New Hampshire, Vermont, Massachusetts, Connecticut, Delaware, Pennsylvania, Virginia, West Virginia, Louisiana, South Dakota, Ohio, Indiana, Illinois, Nebraska and Iowa, and also addresses before educational meetings in Boston, Cambridge, Rochester, Philadelphia, Washington, Richmond, Norfolk, Atlanta, Pittsburg, Cleveland, New Orleans, and Denver.

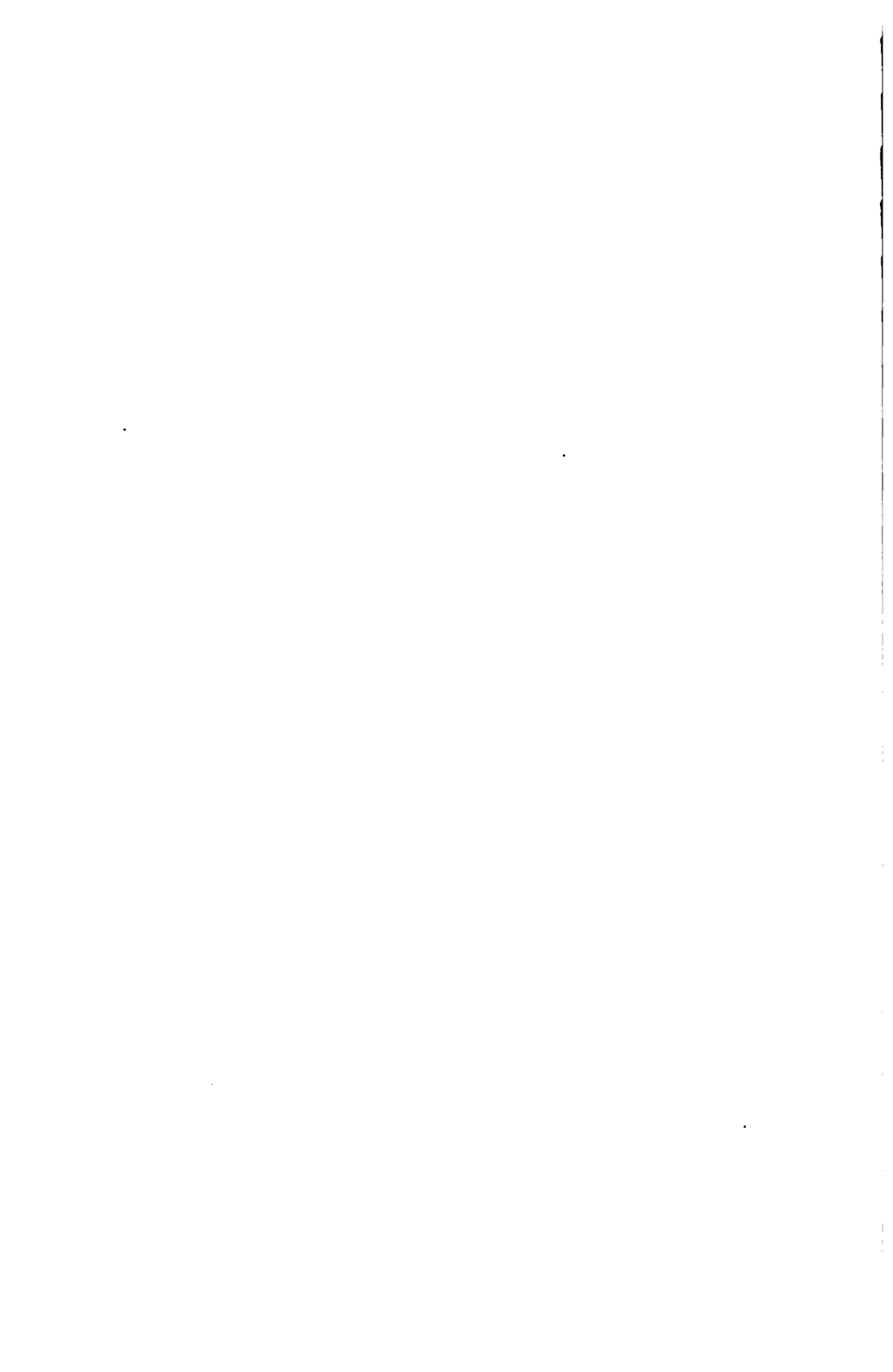
His publications have the following titles :

History and Civil Government of Maine.

Rural Schools of Maine. Needs of Schools of Maine.



"MAPLE KNOLL"
Home of W. W. Stetson, Auburn, Me.



What is and should be taught in the common schools.

Aids for superintendents in visiting schools.

Waste and kindred evils in the administration of public schools.

The public school system with regard to purpose, scope of instruction, organization and present condition.

The schools of Northeastern Maine.

Sketches, designs and plans for school-buildings, school yards and outhouses.

What the school should do for the child.

Suggestions on study of United States history and arithmetic.

Library and art exchange.

Local history and geography and kindred subjects.

Some of our school problems and state of local interest.

Experiment in child study.

The school as it was, is and should be.

Improvement of school buildings and grounds.

Methods for elementary schools. Words, reading, and literature.

Manual for teachers. Gains and losses.

Analysis of statistics. Educational ideals.

Rural communities and centers of population.

The work of a decade. Standard schools.

To the boys and girls. "Crying of the children."

Industrial education. A theory and a condition.

Thoughts by the way.

His lectures were usually delivered with but few scraps of writing. Only on rare occasions did he write out a lecture in full. The following topics show the breadth and variety of his thought :

Some essentials.

The natural order of development.

The literary training of the teacher.

Reading an unprinted page.

The emotions as a factor in education.

A master's message.

The teacher as a talker.

Some lessons the South may teach us.

A review of the record.

Historical study for the teacher.

The duty of the community to the school.

Lessons taught by leaders.

Interpretation of works of art.

The big four.

Education through the study of things.

Basis of the efficient school.

One point of view.

Helping without hurting.

Aesthetic culture.

The new education.

The following commendations of lectures, addresses,

talks, work, etc., reveal a little of how much he was valued :

St. John, N. B., Educational Review says, "No dissenting voice has been heard as to the impressiveness of the great speech Superintendent Stetson delivered in St. Stephen. Maine is to be congratulated in having a man of his calibre to preside over the Educational Department. He is not only a man of brilliant and progressive ideas, but one who possesses in an exceptional degree the power of expressing them most eloquently."

MY DEAR DOCTOR STETSON:—

I have within the last few days received pleasant evidence of your kindly remembrance, containing the leaflets and pamphlets. I felt sure that you were helpful to your state and schools not simply as an educational expert, but as a leaven of culture. There is always a feeling, with frequent corroborative evidence, that culture produces a shade, if not more, of effeminacy. I was consequently delighted to find the deep vein of love for pure literature as a thing of beauty and an æsthetical inspiration that runs all through you. For surely no one could look at you and dream of any lack of virility or listen to your educational addresses and doubt the hold which clear headed common sense has on all your thinking. Maine is fortunate in her Superintendent. If you were not the man you are, I should fear to say this to you, but I know you will not misjudge me. Some times it does a man good to know the good men think of him; it spurs him on to continued effort.

PROF. S. C. SCHUMACHER, Ph. D.

West Chester, Pa.

"You will never know how much good you have done us through your talks to our superintendents in the three days of solid training."

"You are a counselor who has wisdom, a guide who

knows the way. You are a hearty, helpful, hopeful man. Maine is to be congratulated upon having a man with your ability and your spirit.

"I and other members of the Bar feel that your lectures are of great value to those who may have the good fortune to hear or read them. Please send my son a package of your lectures, as I do not want to let mine go."

Judge Shull says, "I believe every teacher went from here a happier, purer, nobler and better man and woman, filled with greater ardor, zeal and enthusiasm and imbued with a fuller determination to accomplish greater possibilities in their future career by reason of your course of instruction. I thank you most sincerely for the benefit which I have personally derived from it. But there are so many of the brightest, purest and most precious gems of thought, that I cannot take them up singly; it is a 'garner of golden grain'."

A president of a college said: "Your leaflet is all right. Those three or four pages stand for the work of a busy life. You have probably been of twelve or fourteen times as much use in the world as Methuselah was in all the antediluvian centuries the Lord granted him. I don't know of anybody who is in the same class with you when it comes to 'pasting' culture onto the mob; and what I mean by this is, that you know how to talk about refining and ennobling things in such a

way as to arouse enthusiasm for them, in all sorts and conditions of people. The work you can do best is work that only one man in a million can do at all."

A member of the Bar said, "I thank you for your leaflets. I have read all of them and a part of them a second time to a very appreciative audience who insisted that we must continue the exercise on another occasion. You state truths in a very convincing, forcible and delightful way. These papers will be preserved by me as a part of my literary stock."

"It may be of interest for you to know that I obtained my first inspiration for work as a teacher from a copy of your report which fell into my hands in 1887."

"We considered your work and your methods the best models we have yet been able to find in this country."

"You put out the most helpful state papers in the Union."

"Nearly every subject you touch is of vital interest to Public School people of Georgia.

"If you will pardon me for saying so, every bulletin I have received from you is full of the finest thoughts, epigrammatically expressed."

"The recent Institute at U.— was the best ever held there. Those in attendance were loud in their praises of the educators, but you, Doctor, were considered the 'Plumed Knight' from Maine. Now this is pure Pennsyl-

vania gratitude and appreciation. We believe in showing our appreciation of a man while he is living."

"As a citizen of Maine, I have watched with pardonable pride, your career as a public man and am proud of your administration of the duties of Superintendent of the schools of the state, and the influence you, as an educator, exert, not only in our own state, but throughout the Union.

"You are an ideal citizen and public servant. I have the highest confidence in your honesty, ability and official integrity."

One of the foremost educators said, "That was a fine address which you gave,—direct, impressive,—given in excellent form every way. You know how to do it, and your style shows not only thoughtfulness as to subject matter, but careful study of the essentials and conditions of successful oratory.

"In regard to this work before teachers, it seems we have thought along the same lines and have come to the same conclusions; viz., the effective talk must be fresh and with a certain amount of spontaneity about it, coming from the special conditions of the times; that there must be a flavor of the man's doing some thinking while he is standing there; that the man who finishes every word and phrase before-hand, learns it by heart, appears as if reading or repeating from mind."

"I feel that it is nothing but fair that I should acknowl-

edge the good I received from your lectures at the convention. You have given me a deeper meaning of my work; they enabled me to realize more fully that my work is to teach boys and girls to give their very best to the world, and that I am the channel through which they are to draw strength from God to accomplish this end. I love my scholars more than I did.

"It is my sincere hope that He who loves to increase the store of sympathy in the heart may make His grace abound to you more and more."

In appearance Mr. Stetson was rather striking, six feet in height, well built, weighing from one hundred eighty-five to two hundred twenty-five pounds when in health. He walked with a little stoop or rounding of the shoulders, but when on the platform, he stood very erect, showing fully his stature. His eyes were blue, his hair fine and brown, and he had a very fair complexion with red cheeks and very delicate skin.

His face showed the deep and clear marks of a thoughtful mind, busy with plans for the execution of the work in which he was so deeply interested. His mode of life was frugal and simple. While traveling his meals were very irregular and his food was always of the most simple and substantial kind. He was a great sleeper, sometimes spending from twelve to twenty-four hours in bed when greatly exhausted from his strenuous and continued labor.

He never took account of hours, weather or personal convenience. The work must be done, the meeting must be held at the appointed time.

Notwithstanding his weight, he never looked too fleshy ; his fine robust form made him a noticeable man on the street. Never noted for beauty, he was still a person whom it was good to meet. Among his very intimate acquaintances he was called old maidish on account of his unusually well developed bump of neatness and order. He was very abstemious in his manner of living,—never used coffee, tea, wines or any kind of intoxicating drink, nor tobacco in any form. He rarely took a vacation, never any recreation ; if he left his home or state when schools were not in session, he was attending the sessions of some meeting of educators or lecturing at a summer school in some other state.

He was a great favorite among the children, always had a number of little friends among them, whom he would remember at Christmas time with some token of love.

He rarely criticised or spoke of another's faults, or listened to or repeated gossip. If persons were uncongenial, he let them severely alone, and permitted them to talk themselves out.

He was a great lover of music ; nothing would rest and soothe him more than to listen to "The Maiden's Prayer," "Old Kentucky Home," "The Mocking Bird," "Carmen,"

"William Tell," "Swanee River," etc. The last evening he was down stairs, just before retiring, he asked to have the first and second of these played.

When he had no engagements, he had a real genius for staying at home. No place looked so good, so restful or so lovely as his beautiful home.

He was a positive force on the platform, in the legislative committee room, in educational counsels and in the schools.

His voice was clear, strong, round, full, his articulation distinct, and no matter how much inattention, whispering or disturbance when he was announced, before he had finished his first sentence his clear voice had gained the attention of all, and he held it to the last by his magnificent presence and by gaining interest and sympathy in the subject presented. His manner and voice were an inspiring appeal, his thoughts an uplifting power.

He was a born pedagogue,—“a true child lover and leader.” He did his best to keep pace with the times in which he lived, by constant association with the foremost educators of our country, and by keeping in touch with the work being done in other lands.

He had an aptitude for condensing and summing up the idea contained in a book or lecture; he formed the habit of giving only the salient points. His ability to describe persons and scenes, and narrate events was marvelous.

His imagination was always alert and vivid, and his power to portray and describe pictures made them as real to the minds of the listeners as if they were before their eyes. He gathered the best from what he knew and felt into his earnest words. He was capable of discerning, interpreting, and representing the actual human character. His power of radiating, through expression, a life and meaning in all he did was almost unparalleled.

His mastery of the English language was wonderful. Being a man of fine taste, clear vision and high ideals, his mind was adequate to supply him with a great variety of themes which he clothed in beautiful and attractive style. The thoughts and feelings common to men, the deep significance and beauty of the great work to be carried forward in the educational field, he held up to the gaze of every one who heard his voice. He raised his voice with the earnestness and confidence of one who had a good and sufficient reason for what he said. He ever appreciated industry and excellence and encouraged the faint-hearted and struggling teacher and pupil. Many of these look back gratefully to his help and advice, knowing that he expressed the fitting thought, gave the strong impulse, uttered the kind word which was needed to overcome the discouragements of youth.

He never shirked responsibility or made personal emolument his ruling aim. Time and again while State

Superintendent, he refused higher, more attractive and lucrative positions, as head of the department of pedagogy, professor in the department of history and literature in colleges and normal schools in a number of states, because he felt his work in the schools of his state was unfinished.

What he wrote of another educator was eminently true of himself. He was one of the closest and sanest observers of life in New England, the great West, the new South, and modern Europe. His knowledge of historic, social, industrial, political and educational conditions made him an exceptionally intelligent and safe investigator in these several fields of activity, and made it possible for him to contribute a master's share toward the solution of our most difficult problems. To all questions he brought a thorough knowledge of the best writers, an intimate personal acquaintance with educational thinkers and workers, a willingness to make a painstaking examination of actual conditions.

He was a man of remarkable power and resolution. He gave his best and untiring thought to the work in hand. No matter how formidable, the work went on smoothly and successfully. No man ever gave his life more completely to his professional duties than did Mr. Stetson at all times and on all occasions. He literally gave his whole life to the cause of education.

He exposed himself in all kinds of weather, day or night to fulfill his many appointments, to the utmost limits of the state, driving twenty, thirty or forty miles, through deep snow, the thermometer twenty-five or thirty degrees below zero. He never learned the lesson of moderation or self-care in the accomplishment of work planned.

In all his journeyings he might be seen taking notes,—some new idea to be worked out for the advancement of the cause to which he was so earnestly devoted.

While living in the West he studied law, thinking, as many other teachers have done, he would have to leave the profession of teaching in order to gain a competent living. He finally decided that the life of a teacher was the only occupation in which he wished to spend his life.

The time that others devoted to rest and recreation he spent in observation, thought, planning, making memoranda for future work.

From his prolific notes, as from a store-house, he drew material for his talks, lectures and books. He read much and utilized the pith of what he read, only the best works of original merit and these many times, condensing and expressing the gist of an entire book or lecture in a few terse sentences.

He had a rare gift in the delineation of characteristics and in description of an individual's personal appearance, in both social and public life. To a great degree he had

- the happy faculty of making his hearers see with his eyes, hear with his ears and be moved with his emotions. The persons he described stood before his hearers; they saw them, heard them and were swayed by their words.

His productions were remarkable for boldness of conception, clearness, rare elegance, grace of execution, vividness of description and freshness and force of utterance.

His style of writing and speaking was very original and entirely his own, many calling it the "Stetsonian or Stetsonesque" style.

While Mr. Stetson was Superintendent of the Public Schools, the common school system of the state was almost revolutionized, the dignity of the teaching profession was raised and in a hundred ways Maine moved forward along educational lines. Being a regular dynamo of enthusiasm and possessing an almost infinite capacity for work, he kept everlastingly at it, everywhere. Not the least of the evidences of the high place won in the educational world was the constant demand from other states and foreign countries for his presence on the lecture platform and in conventions of all kinds, but notwithstanding all these flattering invitations he never allowed the work of his department to suffer.

He was considered an authority, a reliable judge of what constituted a good teacher and while connected with the Educational Department of Maine numerous were the

calls from other states for his best teachers. His knowledge and judgment were relied upon. His perception was keen and on his recommendations many of his teachers were sent forth to more lucrative positions and merited success.

He inspired teachers to higher ideals. His suggestions to them were a mine of helpful hints. He pointed out the way and cleared out the underbrush. He was a man of wide experience in schools and in the training of teachers. His knowledge on these subjects seemed almost exhaustless.

He always showed a warmth of heart, an earnestness of soul, a clearness of thought and a vigor of statement which proved his sincerity. One can not have too much admiration, too much respect for him who desired and labored so strenuously to minimize the obstacles and improve the methods used in the education of the youth of our land. He realized that the best one gets from doing is not the thing he has done or produced, but the experience, the strength, the wisdom, the vision he has gained from the work itself.

Mr. Stetson said, "The approval with which we review our own career and the happiness which life brings us are not dependent on what others do to and for us, but are based on what we do to and for them.

"One should be content if one has found a place to work and has been of service to those needing help."

The following letters show how the man and his work were valued by competent judges :

"Among state superintendents none have ranked higher in originality, energy and devotion to the educational affairs of the country than William Wallace Stetson of Maine. In the National Educational Association none have been more safe in counsel or more appreciated upon the platform. In the Department of Superintendents he has been active, inspiring in speech, wise in discussion, keen and incisive in comment. The department never had a president of better executive ability, or more diplomatic or happier tact than Mr. Stetson showed at the meeting in Chicago, February, 1907. . . . We extend our good wishes and bid God-speed as he lays down his burden of office and takes up, for a time, the life of a scholar."

"State Superintendent Stetson is in our opinion, the most stalwart figure on the public education platform in America. He wears well and is many-sided. We heard him address the Educational Conference in Richmond, 1903 ; at the Superintendent's Conference held in Natchitoches, 1904 ; at the great meeting of Louisiana teachers at Alexandria, in 1905 ; at Louisville, we felt the Department of Superintendents did the only logical thing when it made him president for the ensuing year ; and in Chicago 1907, he proved that he merited the office by providing and carrying through the best-planned and most helpful

program this department ever had."—PRES. E. L. STEPHENS, Lafayette, La.

All his lectures, addresses, talks, writings treated of education in some form. No matter what subject he took, the leading thought was "How to help the teacher to do better work to elevate the profession and hold and best help the child." His language was always simple, plain and to the point. No one could possibly misunderstand or mistake his meaning.

During his term of service Superintendent Stetson prepared and distributed among the teachers, school officers and other citizens of the state more than seventy different pamphlets, in which he discussed the educational problems of the day. These documents include courses of study, outlines of methods and devices to be used in the several branches taught, estimates of present conditions as to changes needed.

In the performance of his duties, he traveled more than 295,000 miles in the state. He delivered more than 2,250 addresses. During the last three years he devoted to his work, at the very least, twelve hours a day, and his salary was about one-third of what other states paid.

The cloud of unappreciation which often comes into the life of one who has sacrificed himself for the public good, came to him in his last year of service to the state. No man could do his work for twelve years, without making

enemies and arousing criticism and jealousy. They were found among those who thought the old ways were best, those jealous of his success and those who preferred spending their money and time on fine stock to the neglect of housing and educating children.

Through all the vicissitudes of his active, forceful life, which would naturally cause censure from the conservative and jealous, he preserved his faith in humanity to the last.

His words and work will live and thousands upon thousands of noble men, women and children will send out to him, in years to come, heart-felt throbs of appreciation for having caused them to see and hear.

One said of him, "You have been a benediction to me from the first time I met and heard you. Your manner and your general good purposes have blessed me ever since."

In 1902, Colby College conferred on him the degree of Doctor of Laws in honor of the faithful work he had done for the cause of education in the State; and again in 1908 this same honor of LL. D. was bestowed on him by Monmouth College, Illinois, for the work he had done in the field of literature and education throughout the whole country. As he had labored continuously for forty years, both in the East and West, it was fitting that he should be honored by both.

When Mr. Stetson resigned, he had so many engage-

ments that his time was entirely taken up. He had prepared, some time before, a bulletin stating his record, books and pamphlets and a list of subjects on which he lectured in order that parties who wished to engage his services might select the topics on which they preferred to have him speak.

His engagements covered nearly every state in the Union and consequently necessitated much travel. July and August were entirely taken up with Summer Schools of one and two weeks. Other engagements were for addresses at teachers' institutes, educational campaigns, clubs, commencements in colleges and high schools, etc.

While in Virginia and Maryland he had a severe attack of la grippe, and as he worked continuously, without the care he should have had, it left him in bad condition. From Maryland he went to Pittsburgh and thence to Springfield, Illinois, for the state meeting. He spoke there with great difficulty on account of weakness and throat trouble. He came home for a short time, but was far from well. Then he went off on another trip of a month to Dakota, Illinois and Pennsylvania, then home for a time still feeling weak and exhausted, and with a cough which he did not consider serious. The middle of May he went West to give addresses in Dakota, Illinois, Iowa, Kentucky, etc., having engagements at college and high school commencements, teachers' meetings, etc. On

May 30th, 1908, while speaking to a large audience, his voice left him. His next address was to be at Berea College graduation. Thinking his voice would come back he went there, but it did not. They persuaded him to whisper his address, sentence by sentence, to an elocutionist at his side and he did so. This was the last time he ever appeared before an audience.

Still hoping his voice would return he kept cancelling his engagements two weeks in advance, until the last of August.

From the first he became very much exhausted and at once put himself under the care of a physician. His appetite failed, his heart was very irregular in action and he did not gain strength during the months of June, July and August that he remained in the West.

As he was returning home the last of August, two specialists in Chicago gave him a thorough examination. They pronounced it a serious case of aneurism of the aorta, and advised him never to attempt to lecture any more or do anything that would increase the action of his heart.

He said from the first, "My work is done," and on reaching home put himself under the care of his physician and began a quiet life.

Mr. Stetson at once cancelled all his engagements which extended over the next three years and which meant thousands of dollars; but he uttered not a word of

disappointment or regret at having to give up forever the work he loved so well or at being ill. No one could believe without seeing him, how resigned, contented and happy he became, only remarking again and again, "My work is done."

During his long illness of more than two years, there were no gloomy, repining, impatient words. All who saw him expressed their amazement at his cheerfulness, patience and resignation on giving up his active life. It seemed like a miracle to see a strong, robust, ambitious, energetic man become so completely reconciled to the abandonment of his plans and engagements.

He was confined but little to his bed, resting in a reclining chair most of the day and sleeping in an open room at night. He was never for a moment without pain, but rarely spoke of it. From the first he was unable to dress or undress without help, on account of pain in his arms and shoulders. He never regained his appetite and consequently gained and lost flesh alternately.

February, 1909, a tubercular trouble of the tissues of his neck made its appearance. In a few months specialists said all bacilli had disappeared, but still his gain was irregular. He made a brave fight for more than fifteen months. In May and June of 1910 he gained quite a little and was feeling much like himself, but a kidney trouble came on the last of June and he failed very rapidly.

The world for him became concentrated in a few acquaintances. His consolation was the fidelity and loyalty of his intimate friends. They were always surprised at his unflinching courage and the uplifting aspiration with which he bore up and smilingly greeted them under all his trouble and illness. He frequently said to his friends, "I have not had one long, lonely or unhappy day in all these months of illness."

He loved life but had no dread of death. He said, "Death does not seem so terrible as in years past." From day to day he grew gentle and thoughtful of others, afraid of disturbing or troubling them to wait on him. His solicitude for himself was never equal to his thoughtfulness for others during his illness.

His last days were truly beautiful, pathetic and sublime. How truly of him might be said, "He shall stretch forth his hand and another shall lead him." He felt that no one but his companion in life, who had assisted and comforted him during all his trials, could care for him through feebleness as she. The last week he grew rapidly weaker and quietly fell asleep July first, 1910.

As has been aptly said of a great man, "The twilight of a life may be saddening, but when the shadow falls gently and gradually, with so little that is painful and so much that is soothing and comforting, we do not shrink from the imprisoned spirit on the verge of its earthly existence."

The following letters written to friends during his last sickness show how strong a spirit may dwell in an enfeebled body :

"It was very kind of you to send me a more than welcome letter of good cheer when you are suffering from an additional affliction. I am most grateful to you for the message and I am very, very sorry for the accident. It seems to me you must be approaching the end of a long list of tortures. I sincerely hope so.

"When I was traveling the circuit of diseases during the past summer some one asked : 'What is due next?' It occurred to me I had not had fits. It was suggested that my nurse had served as my proxy in this particular. I accepted the implication as a statement of fact and the incident was closed without fatal results.

"I most heartily agree with what you say about not being too much impressed with the deliverances of the Æsculapii. I am reminded of the provincial on the Pullman, who was awakened by the porter and informed that his fog horn was disturbing the other passengers. The Aroused One inquired : 'How do you know I snored?' His Sable Superiority retorted : 'I heard you.' The A. O. replied : 'You shouldn't believe all you hear,' and proceeded to compete with the engine in manufacturing horrors for their victims.

"But even if all they prognosticate come true, still I

have no demurrer to file against the decision of the Court. Instead I have a cordial welcome for the future and there are no regrets in my farewell to the past.

"I long ago freed myself from the desire to contend with the inevitable. I accept it, forget it and do the next thing.

"For twelve years I did what I wanted to do and thoroughly enjoyed the pleasure and pain they brought. Now this incident seems to belong to another existence and it is only by an unwilling effort that I recall those days. The details have vanished and the results, if there were any, are forgotten. I am content when I remember that I had my chance, took it and used it as far as my abilities would permit. I prefer that the mantle which for a time covered this experience should be folded and put aside. These efforts are too far away to cheer or annoy. This is inevitable—it is best. I am happier because its memory no longer runs in the current of my life.

"My recent work in other states was more than attractive. I did not enjoy it because I could not persuade myself it was worth while. This feeling grew on me until I had to drive myself as to a task.

"Then I was stopped in the only way in which I could be forced to retire from a work in which I was determined to win some measure of success. For a moment the blow hurt—hard—and then I said good bye to a career with all

good grace. The final result being inevitable, it was best that the decree should come in the form it did. I accept the sentence with the silent and oral comment: 'It is well.'

"Another item has had *finis* written after it and the record is on the shelf and behind a curtain that grows more opaque as the years pass. I see it is best that this thing came my way.

"All these details are too trivial to be written if they were not to be used to illustrate a doctrine I believe is fundamental to our happiness and welfare.

"The logic of experience has taught me that he who contends with the inevitable invites his own ruin; that a willing acceptance of present duties fits for better service; that we must leave behind things we have passed, or we will be poisoned by the association; that we will never get out in the clear and do our stunt until the little that is near no longer obscures the large that is coming our way.

"I was more than willing to have the past blotted out for the clearer vision that came to me of the work I did during the past months while too sick to do anything.

"This is my (partial) theory of life. It is not the best but it is the best of which I can make use, hence it is the best for me.

"The above has been mulling in my mill for an eon or two but it never assumed form until this morning.

"I question the wisdom of putting it into a straight

jacket and housing it in words. It may not say to the reader what it means to the writer, because we seldom use the same common denominator in making our additions. (Mixed metaphor.)

"Only those who have been there, know the lessons being there teaches. Hence only the elect can read what is not said."

Letter of thanks written to a friend at Christmas.

"Those of us who live out the allotted period—three score and ten cycles—receive our training from three classes of agencies. In youth the home and the school aided us in collecting the tools and mastering the mechanics of an education. When we got out into the world our work and associates made it possible for us to develop power and skill, and acquire knowledge and culture. During the terminal days, when we commune with ourselves, we may have the perfume the years have distilled and visions, no glimpse of which had been vouchsafed us. Isolation makes it easy for us to live with ideas and in the joy of ideals.

"In the beginning the school opened the door and gave us views of the Beulah Land. Then we lived and worked in a college. Now we have come up higher and are entering the university of life.

"The toy appealed to us in the earliest stage. In the second, books and works of art were the gifts we prized.

Today my desire is for things that have life and connect me with it. I feel the need of things that call for daily ministrations and that give back of their blessings in new forms and added beauty. I am looking for companionship and comfort in the life near by, and I find them in the beautiful flowering shrub you sent me. It will bring me many happy hours and serve me in my university course.

"I am grateful for your thoughtful courtesy and the attractive form in which it was transmitted."

THE JOY OF THE PRESENT

A Message for Christmas, 1909.

The future holds many sorrows for those who are waiting to move into their Castles in Spain before they are to be happy. The multiplying years testify that you can't be happy tomorrow, or next month, or in a later year. The decree is: Be happy now or never. Your sentence may be to "long days of labor and nights devoid of ease," your head may be an aching vacuum and your nerves may respond "here" without a roll call, your skies may be blue-black and your plans may end in chaos, your choicest vase may be ground to powder and your vibrant manuscript may be in ashes, your friends may forget you and others may say you are extinct, still now is the magic moment when you may be, when you are happy.

Maple Knoll.

W. W. S.

Until within a few days of his death, his mind was active and clear. During the years of his illness he wrote the best production of his entire life. It has been called by the few who have read it a work of such merit that it will be a blessing to the youth hundreds of years to come.

Two weeks before the close of Mr. Stetson's life, in the midst of his pain and weakness, came from his mind that noble, spontaneous message, prompted by his love for his friends. Though ill, "his mind to him a kingdom was," and so bidding good-by to life and the work to which he was so devoted, he quietly, seriously turned his thoughts to the brighter land. The ideals which had been in his mind for so many years found expression in this great outburst—like precious ointment from a broken vase—of his "Last Message" to all his co-workers and friends. He requested it to be sent out even if he were not here when the Christmas Tide came.

THE JOY OF SERVING.

"Souls grow lean if they think much of self or the recompense they should receive for exhibitions of concern for others. They are victims of a poverty no riches can relieve or conceal. They are barred from those sanctuaries where the heart sings the songs of peace. As the days loiter to their close they discover life is a sleepless torture. They refuse to learn it is not what you have that makes for hap-

piness but the sacrifice made and forgotten that brings joys which abide. Life yields the largest dividends when you serve as spontaneously as you breathe and with as little aftermath of reflection. When this truth illumines your dome you will exalt daily tasks by associating with them tropical greetings, assuring welcomes, honest smiles, strengthening words, comforting deeds, delicate praises and ante-mortem recognitions. Then you will walk with those who travel in lonely paths, place a lifting hand beneath wearying burdens, give unregretted dollars to carry sunshine into shadowed lives, dispense home-brewed hospitalities and nerve the elect with your hail and God-speed. Such service will tint the dawn when your lovers are legion, shed around you 'the light that never was on sea or land,' sing anthems in the chancel of your soul and let you whisper, as the canvas of the Lord slips down the west,

'I hope to see my Pilot face to face
When I have crost the bar'."

His faith in God and his love of humanity were very simple. His words, his manner, his every action showed in the trend of his thought that the veil was being removed from his spirit, that he knew that he would soon see the "canvas of the Lord slip down the west," and that he was nearing the "dividing line between time and eternity," and that he would see his "Pilot face to face."

The excerpts given are from a few of the letters from some of his friends who wrote, expressing their thanks and appreciation for the "Last Message" of William Wallace Stetson.

"It is so beautifully characteristic of his noble, loving nature. Thoughtfulness of others was indelibly stamped upon his heart. Proud indeed may all feel whom he called friends. Irreparable is his loss."

"To all of us who had learned to know and love him, his life was an inspiration, his memory a benediction."

"It is just like him. I knew him well. I shall file his 'Joy of Serving' in my heart and I thank you."

"Please accept my thanks for 'The Greeting' from my friend whose work is finished,—nay not finished; for his influence will spread in ever-widening circles until it embraces humanity and the unborn generations.

"In his work he was 'like as a star that hasteth not, that resteth not.' In far Georgia I read again and again his bulletins that were freighted with thought and instinct with inspiration."

"I thank you for the 'Greeting' from the tender heart of my dear friend, your husband.

"I loved his warm hand clasp, his ever cheerful smile and his cordial manner. He was a man worth knowing, a

friend worth having, an educator worth following and a citizen worthy of all the praise and gratitude shown.

"Believe me always thankful that his influence came into my life when I was young and struggling and his hand was always held out when I needed it. You are blest in his memory."

"No 'Greeting' brought me the remembrance of a friendship more valued than that sent by Mr. Stetson.

"As I read his message 'The Joy of Serving' I think how like himself it is; always thinking of others and working for his friends without thought of personal gain or reward gave him that happiness which counts for much. I thank you for the 'Message' and rejoice with you in the memory of such a life."

"As I read 'The Joy of Serving' I seem to hear his voice again. It is so like him."

"It is like a message from the spirit world. It is sunshine, song, and moral optimism. His memory is a benediction to all who knew him."

"Thanks for the message from my dear friend who being 'dead yet speaketh,' but this dear friend is not dead, he has simply gone on a little ahead, and I have no doubt his hope has been realized, and he 'did see his Pilot face to face when he crost the bar.'

"It breathes the spirit of the man and is as full as he was of optimism, enthusiastic devotion to duty and love for

all mankind. I count myself highly favored to receive the 'Last Message' of William Wallace Stetson to the world."

"Will you accept the thanks I fain would extend Dr. Stetson for the soul inspiring 'Greeting.' It is an evidence of the dominance of his marvelous altruism even in the last days of his sojourn here.

"To multitudes his life, his words and works have been a sermon and a song. To these same multitudes this final 'Greeting' comes as a benediction and we are grateful that the world was blessed with his life."

This book contains some¹ of the best things he wrote. It is hoped that its publication may inspire, encourage and help the helpers of youth.



Some Things The Common School Should Do For The Child.

It would be better for our children, and hence best for all institutions with which they are, or may be associated, if the school gave them better ideas of the relative value of facts. These stubborn things have always been with us and will remain to the end. We should, however, see clearly that isolated details are difficult to master, and when mastered, become burdens, increasing in weight as they increase in number and we add to the length of time they are to be retained. When related and we see this relation, they are of service, because they give us an understanding of the principles underlying them, and a conception of the teachings they embody. If stored away in the mind by a conscious effort, they tend to stupefy and paralyze. One's information becomes a means of grace only when he knows a thing so well that he is unconscious of his knowledge. We are learning the unwisdom of trying to become wise by making ourselves

walking encyclopedias. We are beginning to discover that these labors not only sap the vitality out of life, but communicate to it a certain wooden quality which takes from living its warmth, richness, power. The man who is satisfied with details grows narrower with the years and leaner as his horde increases. The miserly spirit is as surely developed by this process as it is in the poor wretch who gloats over his shining accumulations. Such a one has reached his limit of usefulness when he has told the few things he thinks he knows.

The work of the public school develops keenness of observation and skill in handling material and hence the child comes to have an unusual facility in doing things; but the development of these powers without the safeguard of a high moral sense tends to produce rebels instead of safe citizens.

Pedagogical vagaries have taken on many forms, but perhaps the least excusable is found in the so-called enrichment of our courses of study. These additions have given us many new subjects and an almost unending list of new topics to be strained through the sieve in the top of the child's head. The result has been that the child has come to place a higher estimate on the form than on the life it shelters. He has developed great capacity for devouring, but has not the power of digesting the facts devoured; hence, he has become the least interesting and

the most hopeless of intellectual and moral dyspeptics. He suffers from all the evils incident to an excessive and intoxicating diet. He has but little of that staying quality, love for work, which results from wholesome conditions. Even the physical food of the child is stimulating and irritating rather than satisfying and nourishing, while his clothing is designed to attract the attention of others and cultivate the vanity of the wearer.

Our teachers are coming to see that all questions are in their ultimate analysis moral questions. The age at which the child should enter school, the length of time he should remain therein, the studies he should pursue, the way in which he should do his work, the spirit which should control him, the purpose he should have in life, his willingness to serve, are among the things which should receive the first consideration but which are too often left to the decision of accident. The child can never be well taught until those having the direction of his training come to see that they are responsible for fitting a human being to become a worthy citizen of the state. Physical surroundings, mental drill, moral nurture are useful only so far as they contribute to this end.

The schools have gone much too far in directing physical action and in limiting the moral judgment of the child. His first and greatest right is the right to grow, physically and morally. The former depends upon proper and

sufficient food and exercise ; the latter upon counsel and guidance and also upon freedom to learn through his mistakes. If all acts are performed under external restraint, the actor is not only enfeebled, but debased. It would be better if we said less frequently "don't" and more frequently permitted the child to learn, from experience, the evils of wrong doing and the rewards of right living. Crutches are useful to the invalid, but crippling to the robust. Suggestion and even compulsion have their place in the training of the child, but if the one is used too frequently or the other is insisted on too strenuously, the victim can neither go afoot nor alone ; he can neither render a service nor increase his ability to work.

We need a saner plan for the work of the school-room. Intelligent thoughtfulness would teach us that facts are based upon simple principles which can be so worded as to be easily within the comprehension of the child. Facts and processes should be mastered for the purpose of making principles, not only comprehensible, but luminous. When one understands the principles involved in facts studied, he is not only growing, but is nurturing the desire for growth, and still better, is breeding the wish to give to others of the riches which flood his life and delight his soul. This better understanding not only gives zest and stimulus to work, but also develops the catholicity of spirit necessary to intelligent citizenship.

We often wonder why many of the so-called best people in the world most hinder its progress. It is largely due to the fact that they have become so absorbed in existing conditions that they are incapacitated for seeing either the genesis or final conclusion of things. When the problem in which they are especially interested seems nearing solution, they busy themselves with placing obstructions in the way of further progress.

A pupil who has been so trained that he can see that all the processes in any subject of study are based upon a few principles, will grow to understand that the Ruler of the universe has an intelligent plan in the management of the world. Such enlargement of his view and powers will bring to him with controlling force the thought that much will be required of those to whom much has been given; that wherever light and virtue are found there exists the responsibility of carrying these blessings to the dwellers in darkness and to the victims of vice. The arguments in favor of expansion, as statements of facts, may or may not be convincing; the cry of imperialism, as an excuse for spasms, is of no special interest, but the principle holds, that he who has ability in large measure is responsible for the growth of the best in others who are less fortunate. When one sees clearly the principles involved in a given course of action, then one is prepared to appreciate the moral quality of the items incident to such

action and is not in danger of being blinded by a mass of details.

No school is worthy of the name unless the child taught therein comes to have a sense of his personal responsibility to the community and nation. This knowledge will show him that every violation of rules or laws, every instance of malicious destruction of property, every manifestation of vandalism, all exhibitions of impudence and insolence, all forms of disrespect for persons, places, positions, sacred things, help to make possible the development of an anarchist and the evolution of an assassin. When the school shall have come into its highest estate, the child will grow to feel his accountability to himself and to that Power which has given him life that he may hasten that day for which the world is toiling, with a faith manifest in works as beautiful in spirit as they are wonderful in results.

If this is to be a safe and a wholesome country to live in, then this multitude must come to an appreciation of the fact that true greatness consists in simplicity, gentleness, faithfulness, individuality, in doing our duty in the place in which we find ourselves. Station, wealth, office, name, none of these, nor all of them are necessary to the rendering of a worthy service. The child should be taught to reverence the head of a household who is true to all the interests committed to his care, and is faithful in all

work his hands find to do, because he is the man who gives us the mastery, not only of the world's markets, but of its destiny as well.

It is quite as important for one to be anxious to do his work, as it is for one to work out his own salvation. The desire to walk under one's own hat; the ability to earn the hat; the capacity to do one's own reading, thinking, voting; the determination to represent one's self and count one when standing alone, are evidences of a working plan of life the world much needs in these days.

The silent as well as the oral instruction of the teacher should help the child to something better than a mastery of textbooks if he is to do the work of life worthily. His school-room experiences should teach him that he is the sufferer as well as the loser if he makes it necessary for anyone to fight for his rights, whether they be social, financial, political or religious. He can learn while yet young that failure to pay his proportion of public assessment of service or tax is a crime against himself and one for which he will find it difficult to atone. He will here have opportunities to learn that he is not only doing the right thing but promoting all his best interests when he seeks to give to others equal or better opportunities than have fallen to his own lot.

One of the wisest men since Plato has said: "There are a thousand who can talk for one who can think, and a thous-

and more who can think for one who can feel; for to feel is poetry, philosophy and religion all in one." No school can assist in fitting a child for life unless it leads him to see that it is as necessary for him to feel a truth as to know what is true. There can be no question but that feeling is the highest form of intelligence yet discovered by the subtlest psychologist. Our great poets not only have been the historians of the future, but also have lived most because they have loved most. The thrilling pulse of nature has startled them with its power; the wisdom embalmed in the daisy has taught them of life, death and judgment to come; they have read the record written in the rocks because they have been in touch as well as in tune with nature.

The child has a right to look to the teacher for light and guidance. It is the teacher's privilege to stand between the great masters and the child and, with an expression more halting, enable him to make companions of those great souls and drink of the fountains which they, like Longfellow's Pegasus, have left for the refreshment of all who will drink.

It was not the learning of Mark Hopkins, the wisdom of Dr. Arnold, nor the vision of Horace Mann, that made each a power while living and a blessing in these latter days, but it was the fact that they possessed in fullest measure that fine appreciation of life in all its forms which

found its fullest manifestation in old Domsie. This love of art and of the child made that old stone schoolhouse in the glen among the pines more than a university and kept Domsie on the watch for the boy o' parts and gave him a sagacity which made it easy to provide ways and means to send the youth, when found, to Edinboro.

The child is entitled to such an introduction to the masters as will enable him to understand the stations into which they were born, the conditions under which they worked, the sufferings they endured and the service they rendered. To him the lives of Wagner, Millet, Michael Angelo and Lincoln must be something more than dates and places. He must appreciate the humble homes into which three of them were born, and the noble parentage of the fourth, and he must be able to discern, as his acquaintanceship with them becomes more intimate, that each loved some form of nature with a great passion; that each had a purpose to which he was true through appalling sufferings; that each sweat great drops of blood that other lives might be better lived, and that each opened the windows of the souls of millions and let in the light of truth and beauty. This acquaintanceship should be promoted until the child is able to pass his hand within the arm of one of the saviors of the race and go with him down the long path which leads to the home of all the good. While on one of these pilgrimages his cheeks will be aglow, and his eyes

will shine with the light that glorifies the face of the devout peasant when he gazes enraptured on the masterpieces of Raphael.

He must learn while yet young, that there are two atmospheres in this world ; the one is physical and fills out our lungs ; the other is spiritual and gives new and better life to our souls. The first serves its purpose in the act which makes use of it ; the second remains with us through all time. It comes to us through seers and prophets, making the divine manifest in human life.

He must be so taught and must so train himself that he can walk in Elysian fields, through pearly gates, along golden streets ; kneel at the great white throne, and see sights never revealed to mortal eyes, because he has that vision which the imagination, warmed by sympathy, can bring to him of the paradise seen by John Milton and the pilgrim created by John Bunyan.

The right reading of the thirty-eighth chapter of Job, the nineteenth, twenty-third and ninetyeth Psalms, the twelfth chapter of Ecclesiastes, the fifty-third chapter of Isaiah, the fifth chapter of Daniel, the Sermon on the Mount, the fourteenth chapter of the Gospel of St. John, the thirteenth chapter of First Corinthians, and the twenty-first chapter of Revelation, will help him to see something of the power and wisdom of God as well as His love for His children. He will be enabled to trace in his

ancestors the pathways he has traveled and to catch glimpses of the undiscovered country toward which he is journeying.

The child has a right to know quite as much of the Christ who was born in a stable, cradled in a manger, lived in a peasant's cottage, worked at a carpenter's bench, was so poor that he had not where to lay his head, and yet was heard gladly by the common people because he brought light and life into the world, as he is required to learn of the unsavory details of the gods of so-called heathen nations.

It would be well from the pedagogical standpoint if our teachers sat at the feet of the Great Teacher of Nazareth and learned some of the simple, homely lessons of daily life. Such instruction would make it impossible for them to devote so much time to the evils of wrong doing, and would induce them to win the child to a better life by showing him the blessings which come from righteous living. It would make them more hospitable toward truth wherever found, whether it be in the heart of a child, or the teachings of the sage. It would give that kind of courage which would cast out all fear, except that which comes from the dread of being a coward. They would learn that it is not difficult and often not important for one to have opinions, but it is vital that one be controlled by convictions, otherwise one will be carried into devious

and dangerous paths by the foolish teachings of the unwise. They would discover how to become rich without wealth and happy without luxury. Under these influences the whisperings of the message of the spirit will be heard, while the clamor of physical embodiment will be but little heeded. They will grow so sensitive for others that they will have no time to be sensitive for themselves. They will see that the world needs to-day, more than ever before, not the arrogance of knowledge, but the graciousness of culture.

The school will help the child as it makes it possible for him to grow, to master himself and his tasks, to live in close communion with the wise of heart, to rejoice in the companionship of those who have pointed the way and gone on before, to receive truth and embalm it in daily living, and to be glad to be alone with God in his own heart.

A nation born in righteousness must live righteously. The menace of to-day is not ignorance, but the lack of a controlling moral sentiment. We cannot endure as a people if we place a higher estimate on learning than we accord to virtue. The time has come when we would better teach less cube root and devote more attention to the fundamental principles of right living. That training of the will which keeps us in the right path is more to be desired than the wisdom found in books. That school

serves the child best which helps him to do instinctively the right thing, to feel approval for the act done, and at the same time to have an intelligent understanding of the issues involved.

The school that does this work gives to all organizations that are seeking to make good things better the help they have a right to demand.



Some Pedagogical Principles

The best teachers are trained in the kindergarten of observation, the high school of study, the college of investigation and the university of experience.

Some teachers are visionary ; not a few have visions and an increasing number are coming into the list of those who have vision.

Let us forever abandon the idea that analyses, dissections, classifications and memorizing of facts will reveal to the children the story, the lesson, or the life of nature. They must be helped to feel its pulse, hear its music, come in touch with its forms, be warmed by its breath and respond to its call.

These are the things which kindle the fire that warms the heart and brain. To see a thing in its expression, relation, harmony and proportion is to see it to some purpose.

Facts we shall always have with us. It is a part of our duty to know and master them. But facts are means, not ends. One should know them so well that he is unconscious of his knowledge and of their existence. It is

what they suggest, make possible, inspire, that has value.

If we can grow to rightly value the spirit with which we work, the purpose that inspires us and the motive that holds us to our task, we have made possible a great blessing to ourselves and to others. Then we feel a just sympathy with all worthy effort, a true harmony with all life, a full recognition of all beauty and a prompt hospitality for all revelation.

Observation makes it clear that we often hold things so close to our noses that we cannot see them. It is also true that sometimes we try to see so much that we fail to see anything.

The entomologist can narrow his soul by a too close study of a single bug and so can the linguist by too long a search for a Greek root. One can live and live worthily, without knowing much about the structure, characteristics, or habitat of a bird. If he can see its grace, hear its melody, feel its charm and appreciate its abandon he has gained more than facts contain.

We must know the alphabets and formulæ of science. We must be able to make tabular statements, classify and analyze ; but we may know and do all these things and still be deaf and blind to the great lesson that life and nature teach.

It should make us pause when we remember that the school and the pupil take their color, tone and atmosphere

from the teacher. Hence he must be clean, kind, responsive, hospitable, broad-visioned, receptive, large enough to be willing for others to be larger than he, strong enough to be gentle and wise enough to be simple.

Teachers should not indicate by their systems of instruction that they feel that the results of thinking are of greater value than the power that has been gained in reaching conclusions.

The teacher must be a scholar in the sense that history will tell him the path his children have come and why the ages have made them what they are; his knowledge of science must be so familiar that he can count the pulse of nature; his companions in art and literature must be those who have written the record of the world before it was lived and have made their prophecies and longings a part of the progress of the race.

The teacher should not aspire to furnish brains for his pupils; he should not be willing or presume to do their thinking. Such things are an injury to both without being of service to either.

Children, like other human beings, do the best work when they have some scope and choice. If their personality is respected, their judgment recognized and their aptitudes considered, they are stimulated to do their best. If they know the principles which underlie the facts studied, let them be left to work out the details under one who is

quick to see, prompt to command, apt in suggestions and can win more by request than he can compel by command. Such a one will help children to become increasingly skillful. But to accomplish all this he must be more interested in growth than concerned about having his little conceits reduplicated.

A person cannot retain his courage to work unless his vision extend more years into the future than the records tell him have passed. He must possess his soul, see whence life has come and whither it is going, and be content to add his contribution to aid in giving it breadth, depth and richness. He must hear and help others to hear the music that has no vocal expression. He must perceive the grace that finds no outward form and the thought that seeks no words to give it utterance.

We stand in the rotunda of a golden age of great achievements. We owe it to the future, as well as to ourselves, to appreciate our inheritance and use the capacities the travail of the world has given us.

The sun is shining upon a better day than any upon which it has set. It is to dawn upon better days than the one upon which it is shining.

The function of the school is character building. That teacher fails grievously who does not help his pupils to see that hateful words, unkind acts and untruthful statements injure, to an alarming extent, those who indulge in these

vices. It should be made clear to children that the most of their unhappiness will be caused by the injustice and suffering they inflict upon others.

It is important that they learn, while young, that he who is generous in thought and deed and ready to add to the joys and to the prosperity of others will receive greater blessings than he bestows.

The teacher will do a greater service for the children if she leads them to see that altruism brings happiness and selfishness ends in misery. She should aid them in reaching the decision that no one can afford to spend in unworthy rivalries that strength which ought to be given to winning honest success. The true teacher will use every influence she commands to bring home to the hearts of her pupils these truths.

More study and effort should be given to developing conscientiousness in children. The controlling sentiment of the school should condemn the act of the wrong-doer. The children must have that moral quality which will warrant us in believing what they say, and in trusting them when alone. There should be developed in them the feeling that they are less than honest if their tasks are done for them. There is great danger of permanently injuring children by being consciences for them. They must not think that we will direct them to the extent of always pointing out the right and that by positive restraint we

will prevent them from going far wrong. They must not feel they are safe as long as they do not run against barriers we have erected. To prevent these calamities we must cultivate in them the desire to decide questions on their merits and to carry these decisions into effect.

When the lives of great men are used to interest the children in what has been done and to nurture in them worthy ideals, but little need be said about their having been presidents, or the battles they have fought, or the money they have accumulated, or the public honors they have received. With these things they will become familiar without special effort on the part of the teacher. She should, however, make impressive the struggles, the triumphs over obstacles, the honesty, gentleness, purity, manliness, generosity, dignity and largeness of soul of the men studied. The deeds which these qualities make possible and that truly glorify history and the thoughts which mirror the genius that gave them expression are most fascinating and helpful to children when properly presented. If the child's interest in these things can be enlisted, his respect, admiration and love for the pure are assured. If the teacher can make real to him the patience and faith of Columbus, the serenity and fortitude of Washington and the honesty and simplicity of Lincoln, she has accomplished a great work.

Teachers do not appreciate the good they can do by

carefully preparing themselves to talk to their pupils on the topics on which they need instruction. Everyone is aware that there is too much talking, but most people also know there is but little effective talking. Ability to do a thing well comes to the average person because of practice and a sincere desire to excel. It is the duty of the teacher to select some subject that needs attention and so to prepare herself that she can present to her pupils new ideas or old ideas in a new form. Striking forms of expression, apt illustrations and fresh facts contribute largely to one's success. These talks must not be too frequent, or at stated times, or in any sense perfunctory. Do not fail, as you value your influence, to stop when you get through. Remember that brevity is not only the soul of wit but it is a most effective form of emphasis. For a teacher to be able to say in well selected words and well turned sentences and with a grace and force peculiarly her own, something worth saying, is to possess a wonderful power for good over children.

The value of what a teacher does depends on what she is; her personality teaches more than her words. Unless she helps to develop in the children worthy motives and ennobling ideals, she is a failure—absolute, ghastly. The desire to be useful is worth more than glib recitations; the thirst for knowledge is more to be coveted than high rank; a love for the best in literature and art is more

fruitful than class honors and the wish to do right because it is right is more blessed than fantastic diplomas. The work of the school is to give such instruction, furnish such stimulus and form such habits as will help the child to be prompt to do justice and alert in responding to the best within him. The motives that move and the principles that govern him must come spontaneously from an honest heart.

Every lover of children must regret that there are so few teachers who realize that the great writers use language as a mirror in which to reveal the life of the past, the life of the present and the life that is to be; that the great painter uses color and form to place before the vision the same revelations. One who has any interest in knowing life must learn to interpret, to appreciate what the seers have said to us.

The historian writes the record of the past. The annalist and journalist write the record of the present. The poet writes a forecast of the future. We must study, ponder, estimate the work of the historian. We must read and sift the record of the journalist and the annalist. We must take in, as we take in the breath of life, the prophecies of the poet. It is life's greatest task to appreciate life. What the masters have given us furnishes food for the soul. Using this, life will be enlarged, made abundant. Without it, we are dwarfed, crippled, starved.

There is a larger number of people than ever before, who have an honest concern for the betterment of the untrained classes of society. They desire to improve their condition socially; they seek to assist them to help themselves financially; they strive to train them intellectually. Their efforts are sometimes futile because of their hot haste to complete the reformation of the world during this year of grace. It has taken the race many centuries to reach its present vantage ground. The best thing it has won during the journey is the strength which has come from the struggle. If we were made perfect in a minute, we would not have stiffening enough to hold us straight for an hour.

There are certain changes which must be made in the scope and character of the work done by the public schools, if they are to receive the sympathetic and unstinted support of the public. These reforms are of such a nature that they can be most successfully wrought into the system by personal and local influences.

It ought to satisfy the ambition of anyone to be able to foster such a public sentiment in any community as will make it impossible for school officials to refuse to furnish the children with such English classics as will give them an opportunity to read and study and know something of the masters of English undefiled.

If inexpensive reproductions of a few pictures of real

merit could be placed on the walls of our schoolrooms, and if the teachers could be so educated in these matters that they would come to appreciate these things themselves, and if through this appreciation the children could be led to enjoy and appropriate them, a greater work would be done for the children than can be rendered by any school which pursues the narrow policy of limiting the work of the children to text-books.

May the time be near at hand when some of the good people of the state who believe that visions of life and beauty are means of grace will take these matters in hand, will give them the study their merits demand and will see that such steps are taken as will result in beautiful school grounds and properly built, suitably ventilated and attractively furnished school-houses, and will cause to be placed in the school-rooms such material as will enable the children to have intimate and intelligent acquaintance with some of the best things the masters have given us in literature and art.



Helps for Helpers.

Education should develop love for labor, skill in effort, tenderness of sympathy, joy of appreciation, sensitiveness for the right, alertness of intellect, and strength to hold on.

It should give the student a mastery of the printed page and make known to him the message of star, rock, flower, bird, painting and symphony. It should also help him to find his work, render his utmost of service and feel his personal responsibility.

Teachers must learn that it is not what they say or do but it is the size and quality of the person behind what is said or done that gives it power.

The teacher is to an extent responsible for the interest the best people in the community have in the work she is trying to do. The best people of the community are responsible for the interest the teacher manifests in the children under her instruction and the quality of the work she helps them to perform.

One of the great thinkers read a great poem, listened to classical music and studied a great picture each day.

Would not teachers do better work if they learn a lesson from one of the masters?

The wise teacher studies books a part of the time and children all the time.

When the teacher is what she should be in tone, carriage and conduct, then will the children go from our schools with the instincts and graces of gentlemen and gentlewomen.

Any teacher who is observant of children knows that their thirst for sympathy is so great that it is impossible for a child to do his best unless he feels that he has the kindly, individual interest of his instructor. This interest may be indicated by a word, a look, a tone, or a gentle hand upon the shoulder. A great man has said that even a dog goes down the street with a better heart if he has a pat on his head when he starts.

It is as true in teaching as in any other work that things should not be done unless there is a sufficient reason for doing them.

While we should use the utmost precaution to prevent children from using stimulants or narcotics, we should use no less effort to prevent them from indulging in mental and moral dissipations which will be equally fatal to their welfare.

Instruction that does not influence pupils in their morals, manners and reading out of school is poor teaching. The

teacher does a great service for the children when she impresses them with the fact that cheap thought and cheap action result in cheap people.

To develop the power to do, the child must be thrown on his own resources for themes of thought and means of growth. He must be brought into closest contact with his tasks and nature and left to work out his problem and his mental salvation. His work must tend to concentrate his thoughts and form the habit of digging out his results without the aid of others. He must develop the power to return and work upon his problem until the point of saturation is reached.

The best test of the value of one's scholarship is found in the quality of the company he is in when he is alone and the profit with which he entertains himself.

Education should not be valued for the facts we learn but for the power it gives us to do better work.

We are not educated until we can see, feel and appreciate instinctively and hence unconsciously.

We never know facts as we should until we know them so well that we are unconscious of our knowledge and they cease to be a burden.

The school which fails to develop right motives fails grievously.

The school is responsible for such training as will make it easy for the children to observe conventional forms.

A true education will help us to see objects, appreciate thought and understand relations. It will enable us to combine facts, weigh arguments and draw conclusions.

Our purest feelings will control our acts, mould our conduct, direct our thoughts and give tone to our life.

Teachers and school officials would do well to keep silent until the people realize the difference between furnishing employment for teachers and instruction for children.

If we put more intelligence into the administration of our schools we would need to put less money into jails and the administration of our criminal code.

It is discouraging to realize that many people do not want to know how to do, but instead want things done for them.

The school that does not make the indifferent in the community different, needs to be changed.

Those who have our school interests in charge would do well to consider seriously the following question: Can we improve the schools if we continue to use the machinery now in existence, or must new methods be devised for their administration? Put in a more general form, is it possible for any age to use successfully the methods which were useful in a preceding time?

Many of the children who attend rural schools will never attend any other school; hence the importance of having

those schools so administered as to enable the children to prepare for life.

The power that makes the school go is the sentiment which exists in the community in favor of it. If it is hearty and intelligent the school will do much for the children. If this interest and sympathy are wanting it will fall but little short of a failure. No school is doing the best work until it is recognized as the social, literary and art center of the community. No teacher can fill the position in which she is placed until she can make it such a center.

It will be well for the schools when we realize that some of the old fashioned things were good enough in their day and would be helpful in these days. If we had more mental arithmetic; if the pupils did more of their own work; if they were able to analyze some of the English classics in such a way as to understand their thoughts and appreciate their beauties, we should be doing some things much better than we are doing them at present.

Exhibitions of bad manners, manifestations of selfishness and an unwillingness to think seriously of serious things should make us apprehensive of what these same children will be when they become men and women.

It is natural for young people to be ambitious and when we find them limp, lifeless and frivolous, we do not wonder

that they dislike work and look with contempt upon labor and those who perform it.

One's work is, or should be, his university. Boys tumble down, tumble over themselves, tumble against others, while learning how to use their powers. Mistakes may be stepping stones to success.

Our civilization and prosperity cost too much if they deprive our young people of the sturdiness that characterized those that lived in a simpler way. We are furnishing so many amusements for the children that they have ceased to be amused. We are giving so much instruction that they are incapable of learning. We do so much work for them that they are losing the desire and capacity to work.

One can easily acquire what man has gathered into cities, because in this acquisition he has to take to himself what others have collected. One must be born in the country to acquire the strength which comes from living close to nature, because it is only here that one comes in contact with causes and wisdom at first hand.

The boy who is born in the country has the advantage of his disadvantages; he is forced into a place where he must struggle if he wins. The boy who is born in the city suffers from the disadvantages of his advantages; he, in many cases, has simply to push a button to have his wants supplied.

One of the greatest misfortunes that can come to a child

is to feel that he does not need to fit himself for work and, therefore, does not need to work, because his parents have the money which will save him from the necessity of working. To feel that one does not need to engage in any occupation because there is no pressing, immediate need, or to have the ease which money can give without performing the labor necessary to earn it, is to degenerate into a condition that leaves but little hope for the victim.

Poverty and lack of social success save many boys from temptation, drive them in on themselves and urge them to do something worthy. The consciousness that we are failing in certain minor ways often stimulates us to vindicate our ability to win success in larger fields.

It is peculiarly unfortunate for our rural communities that so few of the young men and women who are pursuing courses in our colleges teach during so few of their college days in our common schools. This misfortune affects three interests; the college, the student and the local community. The college is dropping out of touch with the smaller towns and to an extent is losing that interest which came into being through the contact of the students with the people in the relation of teacher and taught. It is an injury to the students because they lose the training which comes from being responsible for devising ways and means of administering the school and the stimulus which comes from being considered of a superior order of beings.

The college student who takes charge of a country school is placed in a position where he is held responsible for dignity of conduct, quality of judgment, extent of reading and capacity for management. All these things go to develop breadth, strength and grasp and hence are peculiarly useful to him in his work in college and his struggles in life. The community, and particularly the children, have lost the inspiration which came from contact with some one who was fresh from college halls and who was eager to impart to others of his knowledge. The older people lived over again their younger days and the young people were stimulated to better conduct, greater effort and a desire to walk the paths which this comely collegian was traveling.

Vile physical surroundings, vicious literature and cigarette smoking are among the great evils from which our school children are suffering.

If we get the physical and intellectual eyes and ears of the children open and can breed in them the desire to know, we have made it possible for them to be educated.

It is noticeable that the teacher tends to become absorbed in his text-book, the preacher in his sermon, the lawyer in his briefs, the business man in his merchandise, and the farmer in his crops. The tendency of the age seems to be in the direction of intense occupation with the special interests which have come to be our life work. All

this is well enough in its way, but it is working great evil both to the people who follow such practices and to general interests which must depend upon the general public. If each knew more about the other and the work of others, each would be better prepared for his own work. It is only by contact, conference and concert of action that the best work can be done by the individual and the best things can be done for all. A man who is not larger than his profession is too small to be large in his work, or helpful to others.



Hints for School Superintendents.

To use these questions to the best advantage you will need to make a careful study of the teacher, the pupils, the work and the questions. This done, you can, in a few minutes, make a record of your decisions and leave them in a form for the teacher to study at her leisure.

It is embarrassing to a teacher to have comments made on discipline or work of the school in the presence of her pupils, although they may not hear what is said. She is frequently so much excited that she does not distinctly hear, or fully understand the suggestions made by the superintendent.

This is sufficient explanation of the fact that teachers frequently do not act on these hints. They do not hear all that is said, they do not understand what it means and they soon forget what they were urged to do.

I would suggest that you do not attempt to mark more than nine or ten questions during any one visit. If possible, mark some that indicate your approval of the work or efforts of the teacher. It is not difficult to find some

points in which you think the work needs more attention. If necessary, do not hesitate to make clear the particulars in which you think the teacher is failing.

1. Has she the instincts and tact of a teacher?
2. Did she seem to be familiar with the work required of her classes?
3. Did she seem to have prepared herself for the recitation?
4. Had she some definite plan of work?
5. Did she secure the undivided attention of her pupils?
6. Did she teach more than is in the text-book?
7. Did she use the facts and objects with which the children are familiar to emphasize the essential points of the lesson and to illustrate principles studied?
8. Were her statements clear and accurate?
9. Was her manner decided? . . . inspiring? .
. . . controlling? . . . forceful?
10. Did her questions follow each other in logical order?
11. Was her method of questioning effective?
12. Did she lead the children to discover their errors?
13. Did the work done seem to promise the best results?
14. Were her explanations suited to the abilities and advancement of her pupils?

15. Were the important points of the lesson fully developed and carefully summarized at the close of the recitation?
16. Did her teaching tend to make thinkers or machines?
17. Were the pupils taught how to draw conclusions from the facts learned?
18. Did her questions include the answers desired?
19. Did she suggest by words or tones the answers required?
20. Did she assist her pupils to such an extent as to make them dependent upon her?
21. Did they answer questions with the rising inflection?
22. Were they allowed to guess at answers?
23. Did their answers take the form of questions?
24. Did the teacher seem to be governed by the idea that it is her principal business to *hear* recitations?
25. Did she stimulate her pupils to think by asking suggestive questions?
26. Did she encourage healthful discussions?
27. Did she thoroughly verify and test the pupils' idea of the statements made and the definitions given?
28. Did her questions show an intelligent and ample grasp of the topic?

29. Did the pupils thoroughly prepare their lessons before coming to the recitation?
30. Did she have suitable work prepared and assigned to those who were not reciting?
31. Were those who were not reciting studying?
32. Were all the members of the class giving attention to the work of the recitation?
33. Was her instruction interesting enough to deserve attention?
34. Did she "clinch" some point during the recitation?
35. Did she make the recitation accomplish all it was capable of doing for her pupils?
36. Did she use effectively the facts that are naturally tributary to the lesson?
37. Did she, to a reasonable extent, go back to the first principles of the work being done?
38. Were oral reviews a part of the regular exercises of the school?
39. Did they include only the essential facts and principles studied?
40. Did she use anniversaries, facts, incidents and current events to illustrate and simplify the work of the text-books?
41. Can her pupils apply, in a practical way, what they learn from books?

42. Does she devise and adapt her methods, select the facts she teaches, and arrange the materials she uses?
43. Is her work in these particulars characterized by good taste and sound judgment?
44. Did her pupils know how and are they eager to think?
45. Did she have drill exercises in the pronunciation of words?
46. Did her pupils use good English? . . . Are they skillful talkers?
47. Do they know what they should about the soil of this section? . . . plants? . . . rocks? . . . animals? . . . city? . . . county? . . . state? . . . famous men? . . . great and current events?
48. Were inaccuracies in oral and written language corrected?
49. Were important points frequently reviewed?
50. In reviews, were the questions so worded as to require the pupils to think if they answer them and to use their own words in their answers?
51. Were her questions brief and searching?
52. Were her recitations so conducted as to develop thought?

53. Did she dispatch the details of her work expeditiously and quietly?
54. Did she secure promptness, accuracy and brevity in her recitations?
55. Were the tones of the teacher and pupils natural and pleasant?
56. Were her pupils respectful and courteous?
57. Did they seem to make progress in their studies?
58. Was the teacher too talkative?
59. Did it seem as if the teacher questioned the brighter pupils only?
60. Did the teacher address her questions to the whole class?
61. Did she indulge in repeating the pupil's answer?
62. Did she say or do anything which the pupils might have said or done themselves?
63. Were they urged to prepare simple apparatus to illustrate principles studied?
64. Were they energetic, self-reliant and progressive?
65. Did they stand, sit and walk properly?
66. Was she careful in her manner, tone and words, in her intercourse with her pupils?
67. In arithmetic did her pupils give parrot-like or intelligent analyses?
68. Did they analyze the problems or state the processes used in the work?

69. Were fractions so taught that they were readily used in interest and percentage?
70. Were the pupils rapid and accurate in mental work in arithmetic?
71. Did she try to teach the cause and relation of facts studied?
72. Did she possess the power that comes from serenity?
73. Did she ignore faults and irregularities?
74. Was the class quiet? . . . diligent?
75. Was the order in passing to recitations and in the line and in handling books and apparatus, satisfactory?
76. Was the teacher just in praising? . . . reprimanding?
77. Did she have control of herself?
78. Was order maintained by harsh measures?
79. Was she kind and firm in her treatment of her pupils?
80. Did she rule by muscle? . . . by will power?
. . . by inspiring self-control?
81. Did the discipline of the school influence the pupils helpfully outside of the schoolroom?
82. Was the moral atmosphere of the school wholesome? . . . mental?
83. Were the relations existing between teacher and pupils kindly and intimate?

84. Did the pupils obey promptly? . . . cheerfully?
85. What was the temperature? . . . atmosphere?
86. Was the schoolroom tidy and attractive?
87. Was the work on the board and slates neatly done and arranged?
88. Were the pupils allowed to injure the text-books or other school property?
89. Were they alert and interested?
90. Did she infuse life and energy into the pupils and the work of the school?
91. Did she seem to be buried in her text-book?
92. Did she bring some new idea into each recitation?
93. Did she encourage her pupils to read the books papers and magazines found at home and in the school?
94. Did she test their knowledge of what they had read?
95. Did the pupils read with good expression?
96. Did they speak in clear, distinct tones and in a prompt and decided manner?
97. Were they allowed to read without comment or suggestion?
98. Was the amount of text read too much?
99. Was there enough time spent in studying the thought of the selection read?

100. Were the pupils required to reread a paragraph until they read it acceptably?
101. Were mistakes in pronunciation and emphasis left uncorrected?
102. Were mumbling, drawling, slurring tones permitted?
103. Did the pupils recite words or ideas?
104. Did the teaching tend to develop the power of concentration? . . . memory? . . . attention? . . . application?
105. Did it tend to develop the power to see things in all their parts and relations? . . . to grasp and analyze ideas.
106. Did the younger pupils recite frequently enough?
107. Did she have some definite object to accomplish by each lesson?
108. Did she have some definite way of accomplishing it?
109. Did her pupils master the work attempted, and state clearly *their* ideas?
110. Were their answers indefinite or incomplete?
111. Did they use the words and sentences that expressed in the briefest and clearest manner the answer desired?
112. Did they understand the words used?
113. Were they required to work?
114. Were the pupils told to do or taught *how* to do the work required of them?

115. Are the pupils' vocabularies large and well selected?
116. In the assignment of lessons did the teacher indicate that she had made a study of the abilities and needs of her pupils and of the text assigned?
117. Has she a special line of study or investigation not directly connected with her school work?
118. Has she read some of the standard works on education? . . . in general literature?
119. Is she a regular reader of an educational magazine?
120. Is she instinctively a student?
121. Is her knowledge of the "common English branches" broad and accurate?
122. Is she energetic? . . . enthusiastic? . . . progressive?
123. Can she devise? . . . execute?
124. Is she up with the times in thought? . . . reading?
125. Is she interested in her work? . . . in her pupils as individuals?
126. Does she inspire her pupils and exert an influence for good over them because of the quality of her personality?
127. Is she interested in the best interests of the community?
128. Did she spend much time on non-essentials?

129. Did she economize the time and energy of her pupils by properly grouping the facts that should be considered together?
130. Did she put her best effort into teaching the important topics?
131. Was the work on the chart satisfactory? . . .
in oral combinations in number? . . . general exercises? . . . reviews? . . .
synonyms? . . . phonics? . . . analysis of words?
132. Could the pupils give the reason why the statements they made are true?
133. Was the recitation a means of making their information more definite and extensive?
134. Did they study about things, or study the things themselves?
135. Was each lesson so taught as to justify the teacher in feeling that something had been accomplished, something done?
136. Did she use her own and her pupils' time and energies to the best advantage?
137. Did her influence and teaching tend to make pupils thoughtful? . . . considerate? . . .
gentle? . . . generous? . . . erect
and graceful in carriage? . . . courteous in
manner? . . . unselfish? . . . trustworthy?

138. Did she appeal to the best motives in her efforts to control or influence her pupils?
139. Did she have the power of holding them to their work and good behavior without a visible effort?
140. Did her teaching tend to develop the best qualities and abilities of her pupils?
141. Are they doing more and better work than they did last term?
142. Did she have the faculty of inducing them to voluntarily put forth their best efforts?
143. Does she familiarize herself with what her pupils have been doing in the preceding classes?
144. Does she know and properly appreciate what they are to do in the higher classes?
145. Is her work a continuation of what precedes, and does it best prepare the pupils for what follows?
146. Did she use good English?
147. Did her sentences convey to her pupils the ideas she desired?
148. Were they impressed and influenced by what she said?
149. Do they dawdle?
150. Does her teaching tend to help them use their faculties naturally, and at the time of their greatest natural activity?
151. Could they see things with their intellectual eyes?

152. Could they use books and facts, or were they burdened by them?
153. Did they do enough in a given time?
154. Did she have the faculty of inducing her pupils to work out the solutions of questions for themselves?
155. Was enough time spent on *drill* exercises?
156. Did she "pump" the lesson out of her pupils by leading questions?
157. Did they understand the connection and relation of facts recited?
158. Does her teaching tend to encourage pupils to accumulate facts or to develop strength?
159. Have her pupils read some of the English classics?
160. Have they memorized some standard selections?
 . . . short quotations?
161. Did her teaching develop love of country, and a just regard for our best men and women?
162. In what did she excel as a teacher?
163. In what was she weak?
164. In what were pupils specially proficient?
165. In what were they particularly deficient?
166. Does she study the methods of other teachers?
167. Is she persistent in her efforts to learn the best methods?
168. Is she fertile in giving variety to her work?
169. Does she act on suggestions made to her?
170. Is she a better teacher than she was last term?



The Educational Outlook

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We are provincial and cosmopolitan, sectional and patriotic, individualistic and homogeneous.

Our provincialism is apparent to anyone who studies the persons gathered in any great national assembly. From one section come those who are conscious of possessing the prestige of age and tested systems. They know the past, delight in its record, and give much time to reciting its glories. They place too high a valuation upon what we have, and overestimate its usefulness in doing the work of today.

For the next division we meet those who have all the strength and dignity, as well as the sustaining confidence, that come from large material possessions. They are self-poised, and strong in the strength of their holdings. They are subject to the evils which come from relying too much upon the visible and measurable, and are developing

a commercial spirit where a higher motive should be supreme.

We have with us representatives from those newer empires where the molders of thought are distinguished for their conservative level-headed qualities. They have their feet on the ground and see things in their normal light. They have adopted the most of the best the ages have developed. They are graced by but few halos, and their skies are not arched with many rainbows. Their peculiar dangers lie in the direction of drill, formalism, and repression of the aspiring, ideal qualities.

In their neighbors we meet strong men from a nation noted for alertness, eagerness, and an ardent hospitality for new ideas. Their heads are in the clouds, and they think they are not extravagant when they assert that "from the tops of their mountains," and the pinnacles of their theories, "they can tickle the toes of the angels." They are our pioneers, and not only feel the pulse of the world, but seem to have unseen wires connecting with the ends of the earth. Their mistakes are made in attempting to reduce iridescent dreams to sound pedagogic science. They have a tendency to perform too much of the experimentation of the world, and hence time, effort and money are spent in producing unwholesome conditions and an unwise unrest.

From the far distance come those who have a system

elaborate in all its details, supported by opulent appropriations and supplemented with luxurious physical surroundings and appointments. Their system starts in the kindergarten and ends in the special departments of the university. They have splendid strength given by brains and great force of character. Their errors are made in unduly exalting the machinery of the school, and unwarrantably expanding the powers of the state. Too high an estimate is placed on the serving power of money, the usefulness of physical means, and the value of paternalism.

The last in the group have a great problem to solve. They have to battle with indifference and contend with hostilities. They possess in their leaders men of wonderful earnestness, unusual capacity, marked devotion, together with a rare inheritance of culture and refinement. They will err if they attempt to reform the world tomorrow, because they will have a world on the next day which will not have stiffening enough to hold itself straight. The strain which is made to force progress may leave it without the power to proceed.

Our cosmopolitanism is shown in that peculiar faculty with which we meet and mingle with others, adopt new ideas, make for ourselves congenial homes and alliances wherever fate or fortune domiciles us.

Our sectionalism is proved by the fierceness with which we contend for legislation for our individual hamlets, and

our apparent inability to comprehend that the highest good of all is the greatest good of the community.

Our patriotism is vindicated by the ardor with which we stand as one man whenever a great crisis drives the nation into the field of danger.

Our individualism is found in every community, and has its representatives from the ends of the earth and the islands of the sea. It is shown in costume, reading, thought, action, motive. We more largely than any other people have a citizenship with each counting one and representing himself.

Our homogeneity is manifest in the common highway we travel, the spirit which animates us, the common destiny which consciously and unconsciously we are working out, and the final goal toward which we are tending.

We are old enough to see all this and to realize that we have reached a point in our national life where, above all things, we need to have souls that are well born. We are discovering that these we can not have until we are willing to put more than one generation into the "born-ing." A sentiment which is less than a generation old fails at times of the greatest strain, and is not controlling because it does not exert its power unconsciously.

We are in a stage of our advancement where we can comprehend that "we have been living our Iliad ; the time has come when we must write it." But it does not require

great astuteness to discover that our civilization and prosperity cost too much if they deprive our young people of the sturdiness that characterized those who lived in a simpler way.

The log house and the little red schoolhouse have furnished their full share of the leaders of the nation. A pioneer and poor people can live uninjured by rude surroundings, and under trying conditions produce great men, but a poor people in an old country cannot remain uncontaminated by a degrading environment, or breed the best type of manhood. Conditions that were, at least, not harmful in early days are becoming sources of poison in this age.

Certain experiences gave us the peculiar ruggedness of the past; but the day of chores and homely cares has disappeared with other reluctantly departing systems. We must find new ways of developing old qualities. These facts are beginning to influence the educational thought of the day, and modify the teaching in our schools. The children must have homes which are centers of attraction, promoters of soberness of thought and fixity of purpose, and nurturers of ideals. Their food must be satisfying and nourishing, rather than stimulating and irritating. Their dress must not occupy too much of the attention of the wearer, and be worn for the purpose of attracting the admiration of the beholder. Their amusements must be

wholesome and helpful instead of demoralizing and belittling.

Parents have been putting too much of their vitality into their work and dissipations, and are endowing their offspring but sparingly with this gift. The control of the children in the home has been slight, fitful, and unnatural, and hence the greater need of that firm intelligence which secures unhesitating obedience in the schools, and thus saves authority from being defied. We have been breeding in the children a Bohemian spirit and tone that are peculiarly unwholesome. The desire for striking apparel, the ambition to be before the public, and the anxiety to be entertained have become so strong in many young people that they have lost all the sane ideas they may have had of what life is. If we can breed in them the desire to be responsible for some service, they will travel the streets less ; they will be found in the home more ; they will be less restive under restraint, more willing to obey directions, less devoted to excitement and frivolities, and have a larger interest in study, thought, and work. They will place a proper estimate on knowledge, wisdom, virtue, and have some sense of the serious duties of life. They will learn through reading, study, investigation what things are to abide, and what are for but a moment.

In schools, as well as in factories, the machinery of a past age cannot be used to do the work of the present

time. When a system is perfected, it must go. It was a blessing while growing, but proves a curse to teachers and children when grown.

In the olden time the cares of the home, farm, and shop were means of grace and an opportunity for training, which gave our people their great capacity for work and endowed them with those marvelous staying powers, which have made them the wonder of the world. May we never reach the day when the pressure of a button will lift the boy from his bed, induct him into his clothes, pass him to the dining room, introduce the food into his stomach, transport him to school, furnish him with knowledge in a digested form, and graduate him, wanting in those qualities which are necessary to strong, righteous manhood.

There have been too many units or centers around which the work of the school has been grouped. We are discovering that it is harmful to the child to have his attention and thought divided between eight or ten different subjects in any one day. The routine of the school is being simplified, the work of the children is being improved, as we select a smaller number of subjects, push them clearly and strongly to the front, and group the incidental work which we are trying to do under a few heads. Many things can be done, and well done, if in the doing we connect them with the things to which they belong, and do not give them undue prominence.

We have too long misconceived the scope and purpose of the common school. We are beginning to see that its work lies along a few well defined lines. If the child can read in a true sense of that term, write in the large sense of the word, and perform computations with facility, he has developed more power and knows more things worth the knowing than many children possess after passing through and having passed through them the elaborate and confused mass of details which go to make up the outline of work in many of our schools.

We are evidently close to a day when we are to sober off, recover our sanity, and realize that children are injured by being rushed through things and rushed from one thing to another. It is becoming clear that a child needs the opportunity and training which will give him poise, skill, strength. He cannot get these in a school where he does a little of everything, and never does much of anything. He is to get them in the schools where he has an opportunity to settle down to the deliberate, continuous, and close study of a few subjects, follow these out in their tributary lines, and in these tributaries get the training necessary to breadth, vision, and a cultivation of all those powers which we are seeking to evolve through the studies which have come into the schools within the last third of a century.

We have also been making the mistake of thinking that the average child can profit by the intricacies of the Hege-

lian philosophy and the transcendental mysteries of the Herbartian pedagogy during his grammar school course. We are coming to see that involved abstractions belong to maturer years, that it is possible to imbecile children by anæsthetizing them with facts and ideas beyond their capacity to hold in solution. It is evident that we are seeing the evil effects of too many studies, too great elaboration of details, and too intricate and difficult investigations. In a word, the children need less theoretic philosophy and more practical activity.

I hope we shall soon place a proper estimate on the value of quiet, serenity, steadiness, and shall see the evils of irritation, excitement, restlessness. We know somewhat of the harm which has come to us from being everything by turns, and nothing long. We feel the need of those strong qualities which come as a result of repose, meditation, thoughtfulness. We are learning that what we have has been acquired by effort, and that what we are to attain we must conquer in the same way; that the best thing which we have gotten from six thousand years of struggle is the strength which has come through experience. We are giving so much instruction that the children are incapable of learning. We do so much work for them that they are losing the desire and capacity to labor.

I hope that we are discerning that it is not a part of the teacher's duty to furnish brains for the pupils, and that he

does harm rather than good when he presumes to do their thinking ; for children, like other human beings, do their best work when they have some incentive and responsibility. It is dawning upon us that their personality must be respected, their judgment recognized, and their aptitudes considered if they are to grow into what it is possible for them to become. The best instructor of youth is he who has the fine perspective of the historian, the rare astuteness of the annalist, and the calm vision of the poet.

The good day cannot be far in the distance when we shall help children to feel the subtle life that quivers on the canvas, breathes from the printed page, and pulsates in bird, flower, gem. Their eyes will be so opened, their hearts will be so much in tune, that "they will lose no opportunity to see anything beautiful, for beauty is God's handwriting, a wayside sacrament. They will welcome it in every fair face, every blue sky, every tinted flower, and thank Him for it who is the fountain of loveliness, and drink it in simply and earnestly. To them it will be a charmed draught, a cup of blessing." Thus they will grow to feel a just sympathy with all worthy effort, a true harmony with all life, a full recognition of all beauty and a prompt hospitality for all revelation. The faster we move in the direction of making the school the intellectual and art center of the community, the sooner shall we do one great service for the people.

The teacher of today is learning that she must help her pupils to see that hatred, jealousy, untrustworthiness, make those who are guilty of these offenses small, mean and ignoble in thought, feeling, and life ; that he who is sympathetic, glad of the success of others, ready to add to their joys, and eager to promote their prosperity will receive a greater blessing than he bestows ; that he is best who believes and says the best of others ; that gentleness, uprightness, and thoughtful sympathy bring to their possessor the sweetest joys known to this life.

Our children are to have a chance to learn that altruism results in happiness, as selfishness ends in misery, and that one cannot afford to spend in unworthy rivalries the strength which should be given to winning honest success. The controlling sentiment of the school is beginning to condemn the act of the wrong-doer. We are ceasing permanently to injure the children by being consciences for them. They no longer feel that the right way is always to be pointed out, and that so long as they do not run against barriers set by their instructors, they are on the safe track.

It is dawning upon us that it is unfortunate for children to be old beyond their years ; to know things which it is unwise for them to know ; and to be thinking of sex relations long before such thoughts should enter their minds.

It is equally harmful to lose their relish for, and interest in, the duties which make up a large part of their lives,

and to be more anxious to fill an inferior place in some store than they are to continue their education and fit themselves for useful places in society.

We are seeking for teachers whose manners, tone, carriage and speech are in harmony with those found in our cultured homes. We no longer desire a tyrant or look for a czar. We are trying the experiment of conducting our schools on the same principles on which intelligent and refined parents direct their homes. We are discovering that children who are familiar with the conventional forms of good society have one more reason for respecting themselves. Experience has taught us that self-respect helps to save the child from temptation and stimulates him to live righteously. Awkward movement and uncouth expressions have prevented some from entering good society and driven others from such associations. The child of the future is to have the advantage of associating with a person who is a gentleman. We are learning that "a gentleman is a gentleman the world over; loafers differ."

We read of an age when it was the work of the scholar to study books. We are enduring the horrors incident to the furor about the study of things. A few have faith to believe that we are approaching an era when we shall exalt the study of life to a commanding place. Experience and larger wisdom have reversed ninety-five per cent. of the decisions of reason, and confirmed an equal proportion of

the prophecies of the poets. Pope, Emerson, Balfour and Kidd unite in teaching the value of intuition as a guide in discovering ourselves, revealing others, and making the most of the best in both.

We are becoming wise enough to regret the effort made in the school of to-day in appealing to the senses, and training this quintet of modern deities. So much time is given to this work that the invisible is not seen, its existence is often denied, and its champion is scoffed at by those who are so small that the places they are supposed to occupy are vacant before they leave them.

It is becoming clear that we must take in, as we take in the breath of life, the prophecies and revelations of the poet and the artist. It is life's greatest work to appreciate life. What the masters have given us furnishes food for the soul. Using these means, life will be enlarged, made abundant, and without them we are dwarfed, crippled, starved.

Schoolroom instruction, as well as conceptions of life, are beginning to have perspective. A fine perception of the fragrance, color, delicacy and unwritten wisdom of the flower is worth more than a scientific knowledge of the seed from which it grew, and the minutest knowledge of the stock, branch and leaf which hold its life. Self-control, concentration, endurance, application, appreciation, insight, receptiveness, responsiveness, are being

recognized as on a higher plane than a knowledge of insignificant towns, unimportant dates and meaningless definitions.

We have spent years in developing the head, training the body, giving skill to the hand. During all these ages the heart has been left to seek its own nourishment, and we have done but little to stimulate, mold or use the great emotions of youth.

The poets of this century have voiced the feelings, told the story, of the heart. Like all things in this world, the revealer of life comes when he is most needed. We are awakening to the fact that it is not what we know, but what we feel, that makes life worth living; that he lives most who loves most; that, while we can live without money and honors, we cannot live without love; that worthy desire is a disinfectant, saving from narrowness of thought and the evil influence of degrading surroundings.

We are coming out into the clear, and our hearts and eyes are being opened. We are beginning to stand four-square to all the world and every wind that blows. It is being revealed to us that, while the intellect is the engine, feeling is the steam which makes it go.

We are beginning to realize that we are not educated until we can appreciate instinctively, and hence unconsciously. The teacher of today feels that she has not done her full duty when she makes the pictures in a great poem

"stick out," but unconsciously the child must be led to recognize the divine within and above him. Literature is beginning to perform this great work. The emotions are coming to be recognized as filling a large place and exerting a noble influence in our lives. We are beginning to understand that disorderly and uncomely school yards, caricatured outbuildings and unsightly schoolhouses are a means of moral poison and mental degradation; that when these surroundings are fit and inspiring, our children will understand the fine sentiment which caused the old Scotchman to remove his bonnet every morning, as he stood in front of his cottage and bowed his head reverently in the presence of the scene that unfurled its beauty before him.

We have reached a point in our progress where we are willing to spend less time on permutations, foreign exchange, cube root, location of unimportant towns in Africa, imbeciling definitions, stupefying details and belittling non-essentials, and give more intelligent effort to developing in the children a love for home and kindred by studying Hovenden's "Breaking Home Ties" and Whittier's "Snow Bound"; a love of country by reading the speeches of Patrick Henry, Webster, Lincoln and Sumner; an old time reverence and devotion by studying the Madonnas, "Crossing the Bar," "The Recessional," the fifty-third chapter of Isaiah, the ninetyeth Psalm, the

twelfth chapter of Ecclesiastes, and the Revelation of St. John.

We are gaining respect for labor by drinking in the wisdom of Millet's "Sower," in which he shows that the laborer can be a prince and nobler than he who rides at the head of a troop of cavalry. Such pictures as the "Angelus" tell us the history of a great church, and its usefulness in developing reverence, devotion, tenderness, gentleness, attuning the hearts and giving grace to the bodies of its devotees through centuries of training; and we are seeing that all this can be told more clearly through form and color than in words and paragraph.

Love of our kind and sympathy with their trials are coming to us through the "Chapel of the Hermits," "The Day Is Done," "The Present Crisis," "Eternal Goodness," "The River Path," and "The Cotter's Saturday Night." We are learning to read the wisdom of fragrant nature through the daisy and mousie, the primrose and daffodil, as found in the field and glorified by the poems of Burns and Wordsworth. We are beginning to feel, if not see that all this means more and better for the children than the eternal grind which is responsible for much of the hatred of school by the children, and the imbeciling influence of not a little of our teaching.

There is coming again into the hearts of the people that

sentiment which was a controlling power in the earlier days, when the parents are willing to make great sacrifices that their children may be trained to fill better and larger positions than those into which they are born. They are willing to stay in the valleys while their offspring ascends to the heights, and they take pride in holding the foot of the ladder steady while the child is climbing to the top.

Experiment and experience convince us that, as soon as we do as well as we know, we shall breed children who will live up to Channing's high ideal :

To live content with small means ; to seek elegance rather than luxury, and refinement rather than fashion ; to be worthy, not respectable ; and wealthy, not rich ; to study hard, think quickly, talk gently, act frankly ; to listen to stars and birds, to babes and sages with open hearts ; to bear all cheerfully, do all bravely, await occasions, hurry never—in a word, let the best, unbidden and unconscious, grow up through the common : this is to be my symphony.

In the meantime let us repeat reverently :

“Lord God of hosts, be with us yet,
Lest we forget, lest we forget.”



Thoughts by the Way

In the study of educational problems many thoughts come which one is unwilling to include in the formal discussion of a question. Such thoughts sometimes have the kind of suggestiveness which seems to render them worthy of expression. It is with the hope that the following paragraphs may be of service that they are given a place here.

A CREED.

Homes are domestic universities.

The common school is to be the social, literary and art center of the community.

The safety of the nation is not in the hands of its rulers, but in the lives of its common people.

The world's best servant knows the past, lives in the present, foresees the future and is ready for the next thing.

LESSONS FROM LIFE.

Opinions have a value ; convictions mould the world.

The graciousness of culture humbles the arrogance of knowledge.

The love that cleanses the lover will purify the world.

A life is alive as long as it is used to give life.

We keep the best things when we give them to others.

The blessing comes when we have forgotten the service rendered.

Be sensitive for others and you will forget to be sensitive for yourself.

Be alert to believe good of others and goodness will fill your life.

Take the hard places and give others the easy seats and happiness will crown your toil.

Teach and live the best things and righteousness will fill the earth.

Forget yourself and you will be remembered ; remember others and your life will be filled with joy.

Be more concerned about your own work than anxious about another's service.

Want others to have the best and you will have the blessing.

Be too busy to see or know evil in any one.

To trust is to become pure ; to love is to live abundantly.

We shall find the Grail when we can use it.

Do the best you can and the best you can use will be yours.

The home of the soul is reached through paths that lead along God's highway.

Those who serve are saved.

ESSENTIALS.

Modesty keeps us in the path that has fewest pitfalls and most opportunities for service.

Self-control gives power to strength and adds grace to beauty.

Obedience has found its only perfect illustration in the Son of God ; freedom cannot prevail until such obedience is regnant in the lives of the sons of men.

Unselfishness is the fundamental quality of every noble soul and the only sure foundation of happiness.

Reverence is the tribute the best within us pays to the Divine wherever found.

Conscientiousness makes us alert for the welfare of others and sensitive for our own rightness.

Sympathy sees more than is in sight and says more than it puts into words.

Loyalty defends without asking questions and devotes itself to crowning the contest with victory.

Courage makes peace possible and fear a guardian angel.

Ideals keep the heart pure, the thought clear and the act righteous.

Self-respect dignifies the humblest life and in the end saves the sinner.

Simplicity glorifies the great man and renders attractive the average citizen.

Faith knows it is better to feel the truth than to know what is true.

Application develops a genius for work ; work is the world's saving blessing.

Altruism persuades us to find our happiness discovering and fostering good. It restrains us from hunting for things we pretend we don't want to find.

Virtue is too clean to look for sin or be hurt by its presence.

Appreciation is the offspring of fine sentiment and an intuitive understanding.

Courtesy is genuine if it is gracious under provocation ; it cushions the jolts of life.

Serenity makes safe the strenuous life and multiplies its sweetest joys.

Enthusiasm makes hard things easy and sinks self in devotion to the cause.

Intuition makes it possible for us to live in the fourth dimension.

Gratitude is the whitest flower of the Christian civilization.

Optimism helps to make the worst better and the best a benediction.

Honesty urges us to give a fraction more than we receive.

Sanity sees the littleness of small things, the greatness of large things and the perspective of all things.

Success is won by keeping at it and forgetting to congratulate yourself on successes.

Charity sees the best in word and deed and finds its joy in service instead of rewards.

Love indicates our quality by revealing what is congenial to us.

Common sense makes common people uncommonly useful.

Dignity wins recognition without vocal contests.

You can serve your pupils by developing in them the powers and qualities enumerated as "Essentials" on this card.

You will find stories, sketches, anecdotes, biographies, poems, music, pictures, incidents and everyday experiences helpful in elaborating, illuminating, enforcing and embodying your instructions.

These condensed definitions were printed on cards and sent to teachers throughout Maine to aid them in moulding good character.

POINTS FOR PUPILS.

Stand and sit erect.

Move promptly and quietly.

Speak distinctly and gently.

Study more than text-books.
Master what you study.
Be courteous and thoughtful.
Be diligent and trustworthy.
Make the most of the best in you.

READING.

Read but few books.
Read the best books.
Read the books that help you most.
Read the same books many times.
Read for ideas more than for facts.
Take notes while reading.
Commit to memory striking passages.
Make indexed scrap-books of gems read.
Verify statements in science, by observation or experiment, if possible.

One hour of thoughtful reading each day will furnish food for meditation for all your leisure hours. Persist in this practice until it becomes a controlling habit.

Read and study the lives of noted men until you have discovered the secret of their goodness and greatness.

Read and study the history of a nation until you appreciate the people, measure the leaders and comprehend the reasons why it helped or hindered the world's progress.

Read and study one of the classics until you make your own the ideas of the author, see the pictures he paints, understand the characters he portrays and think out to their legitimate conclusions the ideas expressed.

Do not feel satisfied with understanding the words of the author. Master the thought, welcome the enthusiasm he inspires and follow out the idea your reading suggests.

Study and respect the opinions of others, but in the end stand by your own conclusions.

ART IN EDUCATION.

The shepherds on the Judean plains read the story written by the stars in the skies. Wordsworth and Burns revealed to all responsive souls the wisdom embalmed in the primrose and daisy. Hugh Miller translated for observant minds the record embodied in the rocks.

We have shown great skill in making bridges in seven months that the most assumptious nation said could not be completed in less than three and one-half years.

We are experts in preparing apparel to adorn our bodies and food to tickle our palates.

We have giants in charge of our industrial enterprises. They and their products are the wonder of the age.

The World's Fair exhibited our bigness and revealed our quality. We stood and stared at the oriental splendors of Russia; we were charmed by the marvelous manifestations of taste given us by France; we gave our unstinted

admiration to those wonderful exhibitions of artistic skill brought to us by Italy; we walked through those long galleries and looked at the stretching acres of canvas, redolent with beauty and instinct with life. When we had taken it all in, we said, "It is pretty," if we were of a certain gender, and we exclaimed, "It's nice!" if we were of the complimentary sex. These short words show how little we took to these rooms and they measure the good we brought away.

We are so busy running up and down the earth that we do not appreciate the significance of the fact that we have but one public building in this country in which body colors have been used successfully, and therefore we must content ourselves with that bewildering array of tints and hues and shades that grace or disgrace the walls and ceilings of our homes and halls.

These few facts justify and redeem from extravagance the statement that we are the slowest-going nation on the face of the earth. In industrial matters we can jog along at something better than a two-minute clip; in things artistic we have not entered the lists and are therefore without a record. We are beyond question great artisans. Are we to breed great artists? is a question we have not yet answered in the affirmative.

The masters have always grown in a soil of intelligent and sympathetic criticism. When the common people

can applaud or condemn with judgment, the supreme teacher of the ages is born.

Open eyes and responsive hearts are needed to give wings to the soul's great strivings.

We have spent centuries studying letters, syllables, words, phrases, clauses, sentences and stanzas used by the poet in expressing his thought. We understand somewhat of what he has written. We breathe now and then the atmosphere he created. We feel the warm, quick beat of his pulse in our best moments. We see the pillars extend that hold the blue dome over our heads. We are conscious that the horizon that limits our vision is broadened when we stand close to the great soul.

It is also dawning upon us that in these last days the painter has a message for all mankind; that he, like the poet, has a thought, conception, mission, record, impression, fancy to embody and embalm. The poet uses the word to express his revelation; the painter uses form, color, light, shade, perspective, to give to others the truth that fills his soul. We need the message the artist has written on glowing canvas. The coming generations will be cheated of their richest inheritance if we fail to unseal their eyes, and thus permit them to make their own the wisdom of the noblest minds.

I think one sees in a picture exactly what he brings to that picture. If his experience has been limited, his see-

ing will not be very extended. I don't believe any one for a moment ever looked at the Angelus, or any representation of it, and got very much good out of it who has never prayed or never felt that he ought to pray. It is said that when Millet's children went into the shed in which this canvas was placed and looked at it for the first time, they instinctively lifted their hats and said, "Why, they're praying." Now these children must have been taught to pray.

A COURSE OF STUDY.

READING—Mastering the printed page and making it visible to the listener.

PENMANSHIP—Legible and individual.

SPELLING—Training the eye to recognize unscientific combinations of symbols, the ear to distinguish erratic differentiations of sounds and the hand to form un-needed characters, to the end that words may be spelled correctly in more than one choice of letters.

ENGLISH GRAMMAR—Knowing the construction of the English language and acquiring skill in using it.

GEOGRAPHY—Becoming familiar with the near-by portions of the earth's surface and knowing something of distant regions.

HISTORY—Learning where the race started, the pathway traveled, where the milestones are and who set them.

MUSIC—Giving expression to the emotions and becoming acquainted with the world's choice spirits.

NATURE—Discovering its truths, seeing its beauty and finding joy in living close to its fairest forms.

ART—Reading the message of genius and catching glimpses of its thought and vistas.

DRAWING—Expressing thought without using words.

CIVICS—Knowing how we are governed and helping to make the government righteous.

HYGIENE—Keeping clean without and within and aiding others to do likewise.

LABOR—Learning what to do and how to do it and developing a habit of work and a love for service.

MORALS—Living the Golden Rule.

POWER OF PERSONALITY.

Not the word the teacher speaks, but the spirit in which it is spoken ; not the instruction she gives, but the value she shows it has for her ; not the work she compels, but the effort she induces ; not the obedience she demands, but the self-control she develops ; not the facts the children know, but the appreciation they feel ; not the standard attained, but the ideal they are striving for ; not the truthfulness that will not permit a lie, but the loyalty to the truth that makes the degradation impossible ; not the courtesy that conforms to the conventionalities of polite

society, but that gentleness that is born of conscious worth, a proper self-respect, a genuine unselfishness, and is of the essence of the Golden Rule,—that measures the value of the teacher's work. It is the possession of all these in some degree and some of them in large measure that makes the relation of teacher and taught a blessing. We may fail to reveal the mysteries in the subjects we teach and we may succeed in making crooked what but for our efforts would be straight, but we can never conceal what we are or prevent it from exerting its influence when we little think of what we are doing or when the child little realizes what has been done. We must accept as true beyond possibility of erasure that narrowness of vision, meanness of thought, feeling or desire paint themselves on the face, burn themselves into the heart and poison the present and future. There never yet was human power that could evade the consequences of a desire to harm or divert blessing from another. We can never grow into the full measure of blessedness until we devoutly seek to make life pure, happy, rich, large for others. Happiness is not measured by what we have but what we are. Wisdom is not limited by what we have studied but what we have lived. Joys are larger than possessions and not increased by them.

Until we put life above books, character above grades, desires above facts, ideals above dollars, worth above success, we shall not be able to help our pupils to grow into

men and women with that largeness of heart, generosity of feeling, simplicity of purpose, devotion to truth, which makes humanity something in which to glory.

Delicacy of feeling, fineness of thought, fulness of appreciation, sincerity of purpose, will multiply themselves in the lives of those who see them in the life of another.

Facts must be taught, principles must be mastered and applied and the drudgery of the world must be done, but all of these do not make up the sum of life and duties of living.

A teacher who fails to help her pupils to appreciate the beautiful in nature, life, literature and art has failed to do the best things for those who have a right to look to her not only for guidance but light.

A teacher should be of such quality that a child will feel that he has been in good society when he leaves her presence.

Some teachers possess so much real worth that the looking at them makes children better.

The best of one's work is out of sight.

Let us make children rejoice in our presence.

Personal worth, not your Alma Mater, will be demanded.

Not what we know but what we love.

We stay in the valley; they go to the hills.

Hold the ladder while they climb.

Galileo helped the world less by his science than he civilized and christianized the church by his life.

You do more to help the children by what you are than by what you do or say.

A FRIEND'S QUESTIONS ANSWERED.

There are some things about Greek life in the olden times that have always been very interesting to me. I have always delighted to study their costumes, their homes in the better families, their semi-social and semi-intellectual life, and their public functions. I think no costume has ever been devised which is so becoming to a well formed person as the early Greek apparel. It was simple, comfortable, and showed the body to the best advantage, and gave what clothing always should give—suitable protection, with the least embarrassment in movement. I hope the time will come when the women, at least, will return to the simplicity of Greek costumes.

The home life of the Greek was peculiarly attractive in many ways. The houses were so built that when you were once within them, the world was utterly shut out. Passing through the outside entrance, you entered a vestibule decorated in such a way as to indicate a welcome, and impress you with the fact that you were within the precincts of a friend who was glad to do you honor. The part of the dwelling that we should call the hall contained a fountain,

seats and couches for the comfort of visitors and guests. The semi-public and guest rooms were through the center and on the left. The living rooms were on the right. The domestic apartments were in the rear. Some way a Greek home seemed to be a little world within itself. It had all the elements and appointments which go to make up completeness. While within its walls one could not but have the feeling that he had at hand the best that the world could give him.

The old Greek knew enough about color to use what may properly be called the body colors successfully. Any attempt on the part of a modern to use these means of adornment always ends in a hideous result. But they could combine the blues, the greens, the browns and yellows in such ways as to give an appearance of loftiness, dignity, propriety, beauty that is indescribable. I never knew how exceedingly primitive we are, until I fully realized that it is necessary for an American, at least, to limit himself to tints in using colors. In the development of tints, and in their combinations, we have been very successful. In the use of color, in the strict sense of that term, we have made little if any progress. I know of no way in which one reveals more of his breeding and capacity than he does in the use of colors. In this direction, the Greek was a master, if not a genius.

There was an infinite simplicity, subtlety and delicacy in

the old Greeks that is exceedingly impressive. They did not have to say things to make known what they thought and felt. They had that peculiar suggestiveness which enabled them to give you all of the satisfaction of discovering the thought without having it said in bald words. Walter Savage Landor is the only author I have read who has been able to reproduce these Greek characteristics. In his *Pericles and Aspasia*, he shows the old Grecians at their best. He paints portraits of them at a time when the men had heads six stories high, with intelligence looking out of all the windows, and when they could stand four square to all the world, and see things in their length, breadth, depth, relations and harmonies. They were large enough to be humble. They were strong enough to be gentle. They were wise enough to be simple.

I have been trying for nearly a year to get a copy of Landor's *Pericles and Aspasia* to send to you. It is out of the market at the present time, and I have failed in my attempt. If you would be willing to accept it, I would be glad to send you my own copy, and let you keep it until I can get a new one for you. It is a book in which I am intensely interested, and which I have read a great many times. It has a literary flavor that I have never seen equaled in any other book. It is one of the few books that I should not want changed if re-written.

I know of no element more needed in Teutonic civiliza-

tion, and we, as well as the people of England, are Teutonic, than the peculiar traits and characteristics of the Greeks. We need that kind of refinement which makes it impossible for us to be brusque or brutal in feeling, thought or action. We need that instinctive kind of delicacy which saves us from coarseness of speech, rudeness of manner, vulgarity of action. Intellectually, I feel that all English speaking peoples have been much influenced by Greek thought. From the artistic and emotional stand-points, I think the influences have been slight. It is to be regretted that we have been more interested in training our heads than we have been in attuning our hearts and acquiring our manners. It is a curious thing that a people that prides itself upon its Christian life and Christian civilization should have absorbed so little of the best things in Greek life, when we are aware that we have absorbed so much from other nationalities in various directions.

One who has to work from sixteen to seventeen hours a day can sympathize with your wish that we had more time to read, think, absorb; in a word, more time to allow things to soak in. As I grow older, my love for certain authors increases, and my interest in others diminishes. I still delight to read certain of Emerson's essays. Landor's *Pericles and Aspasia* is an unfailing source of joy to me, and whenever I can find a congenial companion, I am still as fond as ever of Shakespeare's plays. But, I am sorry to

say that the last novel and the latest essay have very few attractions for me. I realize that I lose a great deal by reading so little of the writings of the men and women who are revealing the life of today. But, as you know, I am getting old, bald and wrinkled, and it is not at all strange that anything less than fifty years old, in the shape of a book, has very few attractions for me.

I am quite free to confess that I have entirely changed my conception of what an education should be. In the olden time, all of the effort was given to schooling the intellects of the people. At the present time, the most of the effort is expended upon training their brains and their bodies. The good time is coming when we shall give the same skill and care to the development of the emotions as we have given to these other things. I cannot resist the conviction that feeling has more to do with action than thought has. I am convinced that if one's feelings are so trained that the right emotion will be set in action by any given combination of circumstances the person is safe. If we feel right, and know what the right is, I am persuaded that we shall do right. I hope that the education of the future will have more to do with the culture of the feelings than the past has had. I trust that when our boys and girls leave the common schools they will be familiar with the conventional forms of good society, and will have had such skill in their exercise as will enable them to conduct

themselves becomingly in all the relations of life. I believe that the school of the future is to open their eyes and hearts to beauty as seen in nature, in literature, in art, in everything in the seen and the unseen worlds. When the schools do these things, they will be rendering a great service to those who are trained within their walls. Until they do these things, they will be doing less than they should do.

Milton's *Paradise Lost* interests me for two reasons: First, the nobility of the diction; second, the grandeur of its conception. I have never quite gotten over the feeling that Milton exalts Satan in his delineation of that character. If you will turn to the pages which describe his majesty, I think you will find that he stands before you as a personage grandly formed. I cannot help feeling his strength, his dignity, the equal measure of his powers. I question the wisdom of embodying in this personage so much that one may well admire. I feel that the poem has done infinite harm in the direction of giving us unfortunate conceptions of Heaven and its opposite. I am one of those who believe that we start in the next world with the stock in trade we have accumulated in this. I feel that if I should pass out of this life tonight, I should be the same man tomorrow that I am today, less the body and its influences. Whatever I become by living this life I shall be in the life which is before me; and I must believe that

I shall have the same opportunities for growth and betterment there which have been granted me here. The advantage of the next world over this will lie largely in the fact that we shall be free from the limiting and debasing influences of the body. I have often thought that some people who stand six feet high in this world will not measure up to that standard in the next, and that some humble souls whom no one has ever heard of or known of in this world, except those who have been blessed by their living, will be giants in those days.

"O brothers ! if my faith is vain,
If hopes like these betray,
Pray for me that my feet may gain
The sure and safer way."

WORDS FULL OF MEANING.

I recently received a letter from a friend of mine containing the words "inquiry", "encouragement", "cheer". They were used in such a way as to indicate that they meant "comfort", "strength", "love". After thinking the matter over for a while, the following interpretation of the words came to me.

"Inquiry" indicates interest on the part of the inquirer. It expresses a desire for companionship, and a feeling of comradeship. It is solicitous for one's welfare, desirous of knowing if all is well with the one of whom the inquiry

is made. It has in it the elements of tenderness, sympathy, good-will, concern. It is not anxious for information because of curiosity, but because of the desire to be helpful if help is needed. It is a virtue in the one who exercises it, and a means of grace to the one to whom it comes.

"Encouragement" stands for strength, stimulus, courage, power to endure. It may sometimes be in the form of criticism, and say, "You have not done your best, and you have not done yourself justice." It may be in the form of commendation, and say, "You have done nobly, and I am proud of you". It may be half and half, and still be kindly and balm to the soul. Always and ever it stands for one of the things human beings most need, and often most desire. It stands for that peculiar quality which alone makes the wounds of a friend faithful and more to be desired than the praises of an enemy. It indicates nobility in the one who expresses it. It breeds nobility in the one who is the recipient of it.

"Cheer" shows that the person giving it desires to walk by your side with his arm through yours, and if you have succeeded, feels tall enough to knock the stars out of the firmament, and if you have failed or fallen, is brave enough to still stand with you, look the world bravely in the face, and say without bravado and without shrinking, I would rather be here than to be by the side of the hero of the world on whose head are its laurels, and at whose feet are

its adulations. It stands for oneness, singleness. It indicates in its higher form the affection which knows no change, the loyalty which no trial can appeal to in vain, the sensitiveness which needs no monitor or reminder, and the love which is true under all strain and stress of circumstance, tenacious as life, enduring as time, and grows stronger with the rolling years.

It may truthfully be said that in the fair lexicon of maturing years, there are no such words of depth, beauty, richness, nobleness, as "inquiry", "encouragement", "cheer", when we live into them all they are capable of meaning, all they are susceptible of being.

To some people the word "home" simply means a place of abode, and if I remember correctly, that is the definition given in our dictionaries. To another it calls before his eyes a low-posted, white-painted, green-blinded, cottage-like farm-house, in an oval valley, surrounded by low hills, nestling close to one of their bases. It embodies peace, beauty of scene, charm of surroundings, dignity of setting. It housed and sheltered, and permitted to live in the best way given to mortals, a father, strong, brusque, studious, grave, reserved, devoted to his conceptions of duty; one who gave his life and strength and all that was in him to making a home and rearing a family, to giving his boys a fair start in the world, and instilling into their minds worthy ideals, and making it possible for them to

stand alone, help themselves, be capable of doing something and living righteously.

It tells of a mother, gentle, fair-faced, blue-eyed, with a voice as gentle as a girl's, a heart as tender as a saint's. It stands for one who went about her work quietly, kept her house in order, kept her boisterous boys in subjection, so trained them that they believed in her, were loyal to her, and who remembered gratefully the prayers she taught them, the lessons she lived into their hearts, the influence she exerted over them, the peculiar sanity of her thought, feeling, life and effort.

It takes him to a spot where there was no jarring word, no reproach, no unkindly criticism, no warring interests. It stands for a place where one could go for comfort, strength, protection, wisdom, and know that he would not go in vain.

It turns back the dial until he is one of four rugged boys, full of animal life, and a good many other things that were not altogether saintly. They had some of the qualities of both their ancestors,—perhaps more of their weaknesses than of their virtues; but the comeliness of these surroundings, the worthiness of this father and mother, the blessings of the training they received, the strong inheritance which was theirs, the strength which came to them through these associations were the controlling forces in their molding and making.

The word "home" to some of us means all this, and more. It says something which was never put into words, never was even thought in the depths of the heart; but something which flows in our blood, and has continuance in our lives.

It seems to me that it is this larger and better meaning that we should find in words, and it is this about them that should be impressive to us. I fear that too many of us live dictionary lives, because words have for us only a dictionary meaning.

AN APPRECIATION OF THE BROWNINGS.

For some time past I have been studying about a dozen English poets, and about the same number of great painters on the art side. There are two that have specially interested me—the Brownings and Millet. I speak of the former as one, because in fact that is what they were.

As you are aware, contrasts and comparisons are attractive to me, and I unconsciously fall into comparing the wealth, culture, refinement, delicacy, daintiness, grace, comeliness, breeding, gentle attributes of these two great souls with the peasant blood, rural life, muscular masculinity, small educational opportunities, limited mental training, primitive environment, hardship and suffering of the greatest heart and truest head that has yet graced this world of ours. When you stop and think of the years that

she spent in a darkened room, thinking her own thoughts, living her own life, coming in contact with only two or three people, reading but few books, ruled by the iron hand of a merciless father, it is not easy to understand how she was not stunted, dwarfed, paralyzed, imbeciled. Instead, she had the clearest vision, the broadest grasp, the truest conception of truth, the finest facility of expression yet given to a woman, and never surpassed by a man.

He lived in the world and drank it in. He knew the upper ten thousand, and was acquainted with the lower ten million. He walked in the marts of trade, dreamed in quiet country lanes, was schooled by wandering through places where great men had lived and greater events had transpired. He read the printed page of the heavens and the pictured carpet of the earth. She was gentle, womanly, brainy. He was strong, muscular, poetic, intuitive, receptive.

It was literally true that he not only brought her light but gave her life. From the time Mr. Kenyon first introduced them to the day that she fell asleep in his arms, she grew stronger. At first, the blind was raised, then the shutter was opened and the balmy air came through the casement; she walked her room, wandered in the garden, and then the day came when one evening she with her dog Flush went down the front stairs and over to the church where they were married, and then across the channel to

France, where they wrote home letters pleading for forgiveness and blessing. She was timid, and yet brave. She was weak, and yet she was strong. She shrank from doing, yet she always did. She dreaded to go, yet she always went. She disliked explosions, yet when they came she always met them quietly but fearlessly. When you stop to think that she left all wealth could buy and money could give, a home filled with servants and furnished with every grace, luxury and elegance that must have delighted her artistic soul; when you remember that she married a penniless man, went to a far away country, lived not only simply but at times in such a way as to have to count the last penny; when you take in all that it must have meant to her to leave a home such as she left, and live in a home such as she had to live in, you begin to understand what kind of love she had for Robert Browning. It was a love which rejoiced and was glad to give up everything, sacrifice everything, leave everything, that she might go with him, be with him, live with him, and have that blessing which only that association could give. To her he was the beginning of all things, the end of all things, in life.

But to him she was always Ba. He had the rare insight and the still rarer honesty, to say first, last and always "She is the genius, I am only the clever person". They went to Italy for a two years' honeymoon. Those short two score and four months were extended into a honeymoon of fif-

teen years ; and then her head with its flowing curls was laid upon his shoulder, and her beautiful girl-like form rested on his arms, and then the light went out of her eyes, and the life, which was more than light to him, went out of that frail body, and the spirit both lingered with him to comfort him, and went on to that world to which he has since gone.

It seems to me that the study of these two great lives must make all life in this world of ours better. I like to read about them. I like to think about them. I like to meditate concerning them. They are the sweetest, fairest angels of light and goodness of which I have any knowledge. They both possessed in large share what we are trying to develop in some small degree, i. e., the power to read the words between the lines and to understand the words that are not spoken.

THE REAL LIFE.

The appeal in your letter touches me in the tenderest spot. This cry is as old as the centuries. I hope my response may be of service.

Referring to your illustration, may I say, we may be mistaken in our ideas of gravitation. Consciousness is the only indisputable evidence possessed by mortals.

I believe the following statements as undoubtingly as I believe the testimony of consciousness which says I am writing these words.

Death is the agency by which we change the place but not the personality of our existence. We are the same entity after as before this experience. It is the entrance into a life in which we are freed from the ills and limitations incident to residence in a physical body.

We start in our new home with a credit of all the good we have accumulated in the old.

What we *intelligently* desire here will find realization there as soon as its possession will bring blessing.

Here we strive, stumble and fall. There we shall know, do and be all that aspiration and effort can make us.

Here many influences blind and lead us to do the unwise thing. There we shall live in the fourth dimension, seeing the inside as well as the outside of things and knowing the end before we make the beginning.

Here we sin and suffer. There we shall know the good and learn to choose it for our portion.

Here we see dimly. There the windows of our souls will stand wide open.

Here the still, small voice is often inaudible. There it will speak a language we shall not fail to understand.

Here the connection with the Divine is often broken. There our "receiver" will always report the true message.

Here we are poverty-stricken and shiver in our destitution. There life will be abundant, love will reveal the

goodness of God, service will save the servant and joy will abide.

Two stories which I read several years ago and which I had forgotten until your query recalled them may assist in making my thought clearer. The following are outlines of these illuminators.

A woman of much prominence in certain so-called laudable activities and of undisputed selfishness died. After a brief conference at Saint Peter's gate she was escorted, by a guide, in her journey about the new world. When many things had been noted and commented upon she said: "I will live in this house", pointing to a mansion near by. The attendant consulted his directory and replied: "That house belongs to Miss G". "Why!" exclaimed the woman, "she was my governess". As she continued her inspection she made other selections and in each case received a similar response. She had known these people in the world, although they had not belonged to her set. Finally the guide stopped in front of a wretched shanty and said: "Here is your home". The woman gasped and protested she could not live in such a hovel. The guide settled the matter by saying: "This is the best we could do with the material you sent us".

A multi-millionaire died and found himself approaching the celestial gates. As he drew near he was so overcome by his timidity that he could hardly force himself to knock

at the wicket. At last he made himself known and his record was examined. During the reading of the items the clerk said : "Your folks were poor when you were a lad, you had to work hard and you often suffered from hunger". "Yes", said the man, "but we worked together and for each other and we had many happy days." "You were good to your mother", said the clerk. "Of course I was. I had the best mother in the world to be good to", replied the man promptly. "You were kind to your wife even when she was peevish and unreasonable", said the clerk. "She was not strong and her social cares wore on her nerves", replied the man slowly. "You had two boys. One of them was your joy but the other caused you great sorrow, still you were always patient with him", said the clerk. "James was born under unfortunate circumstances and his mother could not care for him when he was young and I fear I did not do my duty by him at first, so he went astray. Afterwards I tried to save him", replied the man humbly. The clerk finally said : "You are at liberty to enter and go where you wish". The man passed through the gate and after a short walk returned to the office and with diffidence said : "I can't understand your system of bookkeeping. You seem to have made no record of the millions I gave to colleges, churches and missions. You have spoken of a few things I never should have thought of mentioning". The clerk replied : "The millions you gave do not interest

us or affect your standing here. When you gave yourself we noted the gift and the motive. These are the things that count here". The man stood for a moment, with bowed head, then he turned again to the Beulah Land. He had seen the vision.

Of these things I am persuaded :—We live in a vestibule while here and we are less than we long to be. There we may live in a palace. And we shall be at home, and we shall be blest.



His Last Vision

Although Mr. Stetson was actively engaged in school work for more than forty years, he gathered property, principally, in western lands. Early in the seventies he commenced buying farms in the West and he continued making these investments until the last few years of his life. His method of doing business was characteristic of the man and explains his success. He did not buy to sell but to hold,—he did not speculate. He had an extended and accurate knowledge of the middle West and land values. All his investments were made on personal knowledge and his own judgment of the possibilities of the property bought.

Mr. Stetson conveyed all his property to a corporation, to be held by it, as trustee. After this fund amounts to ten million dollars, the income is to be paid to a Board of Trustees, who are to use it for building and maintaining a University. The special features of this gift are the provisions made for increasing the endowment of this University to twenty-five million dollars and founding a Col-

lege of the Home, and also the new conceptions of the missions of the College of Education, the College of Sociology, the College of Art and the College of Music as outlined in the document conveying the property.

He also made provision for having five hundred thousand dollars kept at interest until it amounts to ten million dollars, when the income of this fund shall be used to establish and maintain an enterprise to be known as an Institution of Educational Research.

Mr. Stetson, in an elaborate document, gives an outline of the work to be done by both these institutions, but leaves those who will be in control free to administer them under the conditions in which the work will be done.

Mr. Stetson's scheme for furnishing aid to students and his provisions for making the pensioning of college professors unnecessary, show how clearly he saw the objectionable features of the Cecil Rhodes and Carnegie endowments. While each beneficiary is amply provided for, still no one can feel he is placing himself in a dependent class by accepting the aid this gift makes available. The recipient also enjoys the independence incident to managing his own finances. The provisions for the admission of students to the University and the terms on which they may retain this connection are somewhat unique, as is also the treatment that is to be accorded those who are guilty of acts of vandalism or hazing. His strictures on certain

vicious practices, now called athletics, are severe. In no other institution are to be found such ample and expensive facilities for physical training. The scholastic work of the University is given first place and its requirements will seriously interfere with brutal gladiatorial exhibitions.

The statements outlining the purposes of the University, in epigrammatic sentences, are only suggestions of the volumes that might be written on these themes.

The following document is a codicil, prepared by William Wallace Stetson during his last sickness, which it was his intention to attach to his will in case he survived his wife. It was not executed, but it is a complete statement of his desire with respect to the disposition and management of the property jointly accumulated by them. The wishes and purposes herein expressed are embodied in the will of Mrs. Stetson, with the hope that it will furnish a valuable outline and guide for those intrusted with the administration of the fund bequeathed.

It is here published as showing better than anything else the quality of Mr. Stetson's mind and heart and for its suggestiveness to other educators. It is remarkable as the vision of a departing soul, unclouded by the pains and weakness of a vanishing body. Many have built air-castles which they never even hoped to see realized ; this is more than a day-dream. It shows that he loved and cared for distant generations as much as he loved and cared for the genera-

tion which he served to his utmost during his life on earth.

“Whereas I, William Wallace Stetson, of Auburn in the county of Androscoggin and state of Maine, on the twenty-third of March A. D. one thousand nine hundred and four, made and executed my last will and testament in writing ; and Whereas I there gave, devised and bequeathed to my wife, Rebecca Jane Stetson, all my estate : and Whereas my said wife and myself have considered and agreed upon the final disposition of our several estates and are agreed in our desire to carry out the purposes hereinafter expressed as to the final disposition of our estates after both have deceased : and Whereas, in view of the importance of the purposes involved in the final disposition of said property I desire to guard against the failure of said purposes, by reason of any contingency, Now therefore, I do hereby make, publish and declare this codicil to my said last will and testament, to be annexed thereto and to be taken as a part thereof, and provide as follows :—

1. In event that the death of my said wife shall occur before my own or at the same time with my own death, but not otherwise, then I hereby revoke the devise and bequest to my said wife, contained in my said will, and give, devise and bequeath all my estate, real, personal and mixed of whatever nature and wherever situated to the ——— Trust Company, its successors and assigns, to be held by it,

however, as trustee, in trust for the purposes herein-after set forth, to wit:—

2. The said Trust Company, herein-after designated as said Trust Company, shall have full control of said real estate and personal property, as such trustee, subject only to the further provisions herein contained, with full power to sell, transfer or change the form of any part or all of said property, in such manner as it may deem best for the proper investment of the fund herein provided, and may execute and deliver any instrument necessary or proper to give full title thereto, and shall invest my said estate, or the proceeds thereof, together with the income accruing therefrom, as it decides is safe and most profitable, and it shall report in detail all properties and securities held under this trust, together with all evidences of ownership of the same, on the first day of January of each year, to the Board of Trustees herein-after provided for, and said properties and securities, together with the income accruing from the same, shall be known as the STETSON FUND. The said Trust Company shall receive five per cent. of the income of said Fund in full payment for all services rendered and expenses incurred in investing said Fund, collecting the income of the same and doing all other acts and things necessary for their care and for the disbursement of the income after said Fund amounts to Ten Million (\$10,000,000.00) Dollars.

3. If at any time said Board of Trustees shall become convinced that said Trust Company, or its successor, is not investing, or otherwise managing said Fund honestly, or in a business-like manner, then said Board of Trustees shall apply to the court having jurisdiction, for an investigation of the management of said Fund by said Trust Company, and if charges made are proved to the satisfaction of said court conducting said investigation, or if said Trust Company shall cease to exist as a corporation for the transacting of a trust business, then said Board of Trustees shall appoint some other trust company or other corporation to take charge of and administer said Fund, as trustee, and when said trustee has been appointed, and has been approved by the court conducting said investigation, then said Trust Company, or its successor, shall deliver to the said trustee all moneys, notes, bonds, stocks and other kinds of property and evidences of ownership of the same, held by it under said trust, including the box described in paragraph numbered 69 of this document.

4. The income of said real estate and personal property held in trust by said Trust Company as aforesaid shall be added to the principal until the principal and income amount to Ten Million (\$10,000,000.00) Dollars.

5. If at any time after said Stetson Fund amounts to Ten Million (\$10,000,000.00) Dollars, the property held under this trust by the said Trust Company, or its suc-

cessor, shall for any reason amount to less than Ten Million (\$10,000,000.00) Dollars, then such part of the annual income of said Fund, as shall be determined by said Board of Trustees, shall be added to said principal until said Fund again amounts to Ten Million (\$10,000,000.00) Dollars.

6. When all the property herein devised and bequeathed, together with the income accruing therefrom, amounts to Ten Million (\$10,000,000.00) Dollars, and when the additional sum of Five Hundred Thousand (\$500,000.00) Dollars shall have been accumulated and paid over as provided here-after in paragraph numbered 73 of this document, then such a part of the annual income of the said Ten Million (\$10,000,000.00) Dollars shall be paid to the treasurer of said Board of Trustees by said Trust Company, or its successor, on the written request of said Board, as shall be needed in establishing the University herein-after provided for. It is suggested that if any part of the income of said Fund is not needed for the purpose named above, or for the purposes named in paragraph numbered 17 of this document, for any given year, then said unexpended balance shall be made a permanent part of the principal of said Stetson Fund, to accumulate in accordance with the provisions of paragraph numbered 78 of this document.

7. The members of said Board of Trustees shall be ap-

pointed by the chief executive officer of the state, now known as the governor, the chief educational officer of the state, now usually known as the state superintendent of public instruction, and the chief judicial officer of the state, now usually known as the chief justice of the supreme court. One trustee shall be appointed for each of the following states, viz: Massachusetts, South Carolina, Ohio, Virginia and Iowa. The said Board shall include in its membership an educator, a cosmopolitan, an artist, a lawyer and a financier and the profession to be represented in each state shall be designated by said Trust Company. The Board of Trustees, as constituted after the location of the University herein-after provided shall be determined, as provided in paragraph numbered 13 of this document, shall be incorporated under the laws of the state where such University is located and authorized to acquire, hold, manage and dispose of property and do the other acts and things required of trustees of universities. The said Board of Trustees shall not consider the claims of any of the above named states for the location of said University until said states enact such laws as will be needed in carrying out the provisions of this document. See section marked *f* of paragraph numbered 91 of this document.

8. The said Trustees shall be appointed for such periods as said appointers shall designate and any trustee may be removed for cause by the state officials making the ap-

pointment. All vacancies shall be filled by the state officials enumerated above until the time specified in section *f* of paragraph numbered 91 of this document, when vacancies shall be filled in the manner provided in said paragraph.

9. In the event that any group of the above named state officials shall fail to appoint a trustee as provided above, or shall fail to fill a vacancy on said Board of Trustees, then said Trust Company, or its successor, shall make appointments and fill vacancies for the states whose officials fail or neglect to make or fill the same, provided that the persons so appointed shall be residents of the states for which they are appointed.

10. It is suggested that the members of said Board of Trustees may perform the most of their duties by correspondence until it is necessary to decide on a site for said University.

11. The location of said University shall be determined by the said Board of Trustees and in making the selection of a site for the same, other things being equal, the first preference shall be given to the Commonwealth of Massachusetts; the next to the State of South Carolina; the next to the State of Ohio; the next to the Commonwealth of Virginia; and the next to the State of Iowa. In weighing the claims of each State the said Board shall take into consideration the needs of the states named, the desirability of

the states available for the use of said University. See section j in paragraph numbered 91 of this document.

12. In the event that the members of said Board of Trustees do not reach a decision as to a site for said University within two years after said Stetson Fund amounts to Ten Million (\$10,000,000.00) Dollars, then said Board of Trustees shall appoint a Commission consisting of five persons who shall proceed at once to select a site for said University, provided that said site shall be within the limits of one of the states named in paragraph numbered 11 of this document and provided farther that no person shall be appointed a member of said Commission who is, or has been, or whose ancestors are, or have been residents of any of said states, and provided still farther that no person shall be appointed a member of said Commission who has any financial or other personal interest in any of said states.

13. When a site has been selected for the location of said University and has become the property of said University, then all the members of said Board of Trustees are, by this action, discharged as members of said Board and it shall be the duty of the State officials, enumerated above, in the State in which said University is located, to appoint five persons who, when qualified, shall constitute said Board of Trustees, and said State officials shall fill all vacancies on said Board and may remove any trustee, for

cause, provided that said Board of Trustees having charge of the affairs of said University until a site for said University is selected shall remain in office until their successors are appointed and assume control of the said University and its affairs. See the last two sentences of paragraph numbered 7 of this document.

14. Each of these Boards shall elect a president and secretary from its membership and a treasurer who shall give a sufficient bond to said Trust Company, or its successor, for the faithful performance of his duties, before any part or all of the income of said Stetson Fund shall be paid to said treasurer as herein-before and herein-after provided.

15. The members of said Board of Trustees are authorized to charge for their services and expenses, while in discharge of their duties as Trustees, and the same shall be paid from the income of said Fund when said bills are approved by said Trust Company or its successor.

16. The said Trust Company, or its successor, and the said Board of Trustees shall appoint an expert accountant who shall audit the accounts of said Company covering the said Stetson Fund and the securities held by said Company for loans, investments and deposits made from said Fund, and the accounts of said treasurer of said Board covering payment of bills, loans, advances and deposits made by said treasurer, and the reports made by said

auditor shall be published as a part of the records of said Board of Trustees.

17. The said Trust Company, or its successor, shall pay to the treasurer of said Board of Trustees, on its written request, such a part of the income of the said Stetson Fund, after said Fund amounts to Ten Million (\$10,000,000.00) Dollars, and after the accumulation of the additional sum of Five Hundred Thousand (\$500,000.00) Dollars, as is needed in building, equipping and maintaining said University, and said Board of Trustees shall have control and management of the income so paid and shall expend the same in building, equipping and maintaining the University as herein-before and herein-after provided. See paragraphs numbered 6 and 78 of this document.

18. The grounds set apart for the use of said University, including the areas for the campus, the main group of buildings, spaces for the other buildings, recreation grounds and parks and lots for residences for members of the Faculty and for the student halls shall be not less than six thousand (6,000) feet long and not less than five thousand (5,000) feet wide, and it is important that this area be nearly level where the main group of buildings is located and that it slope slightly in all directions to the extreme limits. It is suggested that said University be located far enough from any center of population so that said Board of Trustees may secure control of such an area as will ena-

ble said Board to determine the plotting, streets, sewerage, lighting, homes, businesses and other things to be permitted on the territory in the vicinity of said University. No portion of the area set apart for the use of said University, viz :—the area indicated on said plans and being six thousand (6,000) feet long and five thousand (5,000) feet wide shall ever be alienated or conveyed or transferred to any person or persons, organization or corporation for any purpose whatsoever.

19. It is farther suggested that sufficient additional territory be acquired for the use of said University so that provision may be made for forest areas and for experimental purposes.

20. The grounds set apart for the use of said University shall be of such elevation and beauty as will render them attractive and the views that may be obtained from different points on the same inspiring. See section *j* of paragraph numbered 91 of this document.

21. It is desired by the donors of the Stetson Fund, meaning thereby the testator and his said wife, that the grounds be plotted and the buildings be located and constructed according to the plans prepared by the said William Wallace Stetson and inscribed :—"Plans of a University to be established, built, equipped and maintained with funds provided by William Wallace Stetson and Rebecca Jane Stetson, both of Auburn, Maine." See paragraph

numbered 71 of this document. It is suggested that the buildings be erected in the following order:—1. Chapel. 2. Administration Building, Arcades and rooms beneath the same. 3. Main Arch and Peristyle. 4. Library and Art Building, Museum and Auditorium. 5. Lecture Rooms and side Arches. 6. Student Halls. 7. Other Buildings.

22. Areas and their uses:—The areas in paragraph numbered 71 of this document and marked D are Six Hundred (600) feet wide and are for parks, the College of the Home, the College of Education, the College of Sociology, the College of Music, the Coliseum, the Zoological and Botanical Gardens and the Conservatory, and may be used for the Science Laboratories and the Institution of Educational Research. The Colleges are each One Hundred (100) feet by Two Hundred (200) feet. The Coliseum and the spaces for the Gardens and Conservatory are each Four Hundred (400) feet by Fourteen Hundred (1,400) feet. When the Science Laboratories and the Institution of Educational Research are built they shall each be One Hundred (100) feet by Three Hundred (300) feet.

23. The College of the Home and the College of Education are located in the center and at one end of the University grounds and in front of the Administration Building. The College of Sociology and the College of Music are located at the opposite end of said grounds and

in front of the Peristyle and Main Arch. The Coliseum is located in front of one of the side arches and the Zoological and Botanical Gardens and Conservatory are located in front of the other side arch. All of the above named buildings are located in areas marked D and are One Hundred (100) feet from the second boulevard. The Institution of Educational Research is to be located, when it is built, Two Hundred (200) feet beyond the College of the Home and the College of Education and One Hundred (100) feet from the third boulevard. The Science Laboratories shall be of the same size as the above named building and shall occupy the corresponding location beyond the College of Sociology and the College of Music.

24. The areas marked C are Four Hundred (400) feet wide and are for the residences of the Faculty and the Student Halls. The lots for these residences are One Hundred (100) feet front by Two Hundred (200) feet deep, and these buildings shall be One Hundred feet from the boulevard on which they are located. The homes of the president and the deans would better be in front of the Administration Building. See section *a* of paragraph 91 of this document.

25. The areas marked B are Three Hundred (300) feet wide and are the outer campus. The central area and marked A is Sixteen Hundred (1,600) feet by Twenty-four Hundred (2,400) feet and is the inner campus. In the

center of this central area marked A is located the Chapel.

26. Between the outer campus and the inner and enclosing the inner campus are the following buildings:— At one end are the Administration Building and the Arcades. Connecting with the Arcades and at one corner of the inner campus is the Art Building. On the opposite corner and connected with the other end of the Arcades is the Library. At the opposite end of the inner campus are the Peristyle and Main Arch. Connected with the Peristyle and at one corner of the inner campus is the Museum. On the opposite corner and connected with the other end of the Peristyle is the Auditorium. On one side of the inner campus and connecting the Art Building and Auditorium and on the opposite side and connecting the Library and Museum are the Lecture Rooms with Arches in the center on each side.

27 Details of central group of buildings:—The Administration Building is Two Hundred Fifty (250) feet by Three Hundred Fifty (350) feet with porticoes on the front and on the side facing the inner campus, and Arcades at the right and left. The steps leading to the Administration Building are about ten feet high and each tread is about five feet wide. The floors of the Arcades are of the same height as the steps leading to said building, and the roofs are so constructed as to serve as promenades. Beneath all these structures, in a sub-story, and extending

about ten feet above the surface of the ground and about the same distance below, are the gymnasium, swimming pools, baths, lockers, closets, alleys, tracks, etc. It may be decided that it will be better to arrange for the gymnasium, swimming pools, etc. in connection with the Coliseum. On the first floor above the sub-story, and in the center of the Administration Building, is the HALL OF HONOR, which is circular and Two Hundred (200) feet in diameter. Twelve and one-half feet of said Hall, and next to the outer wall, is reserved for memorials. Spaces shall be granted for memorials of those who are considered worthy of recognition by said Board of Trustees and said Faculty, but no memorial shall be given a place in said Hall until ten years have elapsed after the decease of the person in whose honor it is to be erected. The offices of president, secretary, registrar and superintendent are on one side of said Hall and the rooms for the deans, professors and trustees and the office for the treasurer are on the other side. On the second floor and directly over the president's office is the Faculty Room. In the other three corners are halls for councils of students and for such other purposes as are approved by said Trustees and said Faculty. In the center and on said second floor, over the offices of the secretary and registrar, is the loft for the organ and orchestra, and on the opposite side is the loft for the chorus. The Hall of Honor extends from the

main floor of the Administration Building to the ceiling of the dome. It is to be used for rallies, celebrations, receptions, endorsements and other purposes as are approved by the Faculty of said University.

28. The floors of the Peristyle are the same height as the steps leading to the Main Arch and the roof may serve as a promenade. The Main Arch in the Peristyle is One Hundred (100) by Three Hundred (300) feet and the steps leading to the same are about four feet high and each tread is about three feet wide. The Arcades at the right and left of the Administration Building and the Peristyle are slightly curved and the concave sides are toward the inner campus.

29. The buildings for lecture rooms are One Hundred Twenty (120) feet wide, including colonnades on the sides next to the inner campus. The colonnades are about twelve feet wide and the height of the buildings, with (possibly) a translucent floor between the first and second stories. The central corridors in these buildings, and extending lengthways, are about twelve feet wide. The lecture rooms are about forty-six by fifty feet. The office and library for each lecture room are fifteen feet wide and the two are as long as the lecture room is wide, with a partition in the center separating the private office of the professor from the library of his department.

30. The Art Building, Library Museum and Auditorium

are each One Hundred Seventy-five (175) by Two Hundred Fifty (250) feet. The first floor of the Auditorium is divided into Society Halls for students. The Main Assembly Hall is on the second floor and including the galleries will seat five thousand (5,000) people.

31. The buildings surrounding the inner campus and the Colleges on the areas marked D are of Greek architecture. The Chapel is of Gothic architecture and is to be the most beautiful building of said University.

32. The boulevards marked X, on said plans, are so divided as to provide side-walks six feet wide on each side. Next to the side-walks on the inside, and adjoining the roadways, are spaces ten feet wide which are planted to grass and trees. Inside these spaces, and next to them, are roadways twenty-one and one-half feet wide. The center space of twenty-five feet in width is planted to grass, shrubs and flowers. The third boulevard forms the outer borders of the areas marked D; the second, the inner borders of the areas marked D and the outer borders of the areas marked C; the first, the inner borders of the areas marked C and the outer borders of the areas marked B. All the boulevards are marked X and the second boulevard is also marked X'.

33. All wires and pipes for communication, light, heat, power, sewerage, etc., for the use of said University, are

placed below the surface of the ground. Ample provision must be made for a supply of pure water.

34. The areas marked A, B, C, and D are planted with grass, flowers, shrubs and trees and are provided with paths and walks. They are also adorned with statues and other works of art.

35. The walls and ceilings of the several buildings named above are to be inexpensively finished and in such materials and colors that they will be appropriate surroundings for mural and other paintings, frescoes, mosaics, friezes, statues, stained glass windows and other works of art. These decorations are to be furnished by the students of the Killough College of Art under the direction of the Faculty of said College and the same is to be paid for from the income of said University unless other provision is made for remunerating said students for their services. The Board of Trustees and Faculty of said University may refuse to accept any decoration proposed or tendered by said College.

36. It is required that the equipment for ventilating and cleansing the buildings of said University shall be efficient. All persons who do not keep the rooms and spaces for which they are responsible in proper condition must sever their connection with said University.

37. In deciding on the details for the plans of the buildings of said University and selecting materials for the

erection of the same the Board of Trustees shall be governed by the following considerations: first, simplicity; second, beauty; third, usefulness; fourth, durability.

38. It is earnestly urged that said Board of Trustees make use of the services of a university president, a landscape gardener, an architect, a civil engineer, a practical builder and a business man in deciding on the details for plans for the grounds and buildings for said University.

39. On the basis of present prices it is expected that the buildings for the use of said University will cost about Ten Million (\$10,000,000.00) Dollars. It is suggested that the entire income of said Fund be used for erecting, equipping and maintaining the buildings of said University and grading and beautifying the grounds of the same, until they are completed according to the plans referred to above.

40. Estimates of cost of construction:

Chapel	-	-	-	-	\$ 750,000.00
Administration Building, Arcades, Gymnasium, etc.	-	-	-	-	1,500,000.00
Peristyle and Main Arch	-	-	-	-	500,000.00
Art Building, Library, Museum and Auditorium	-	-	-	-	1,250,000.00
Lecture Rooms and Side Arches	-	-	-	-	1,500,000.00
Student Halls	-	-	-	-	500,000.00
Residences for the Faculty	-	-	-	-	500,000.00

Four Colleges in areas marked D	-	\$	500,000.00
All equipments and furnishings	-		1,250,000.00
Works of Art	-		250,000.00
Coliseum, Gardens and Conservatory	-		500,000.00
Heat, light, grading, streets, sewers, water, trees and paths	-		1,000,000.00
<hr/>			
Total	-		\$10,000,000.00

41. When said Board of Trustees decide that the buildings and grounds of said University will be completed within five years, then said Board shall elect a president of said University who has vision, ideals and administrative ability. It shall be his duty to make an exhaustive study of the purposes for which said University is founded and the problems of making it useful. He shall also present its facilities to the public and conduct such investigations as will enable him to recommend candidates to the Trustees for membership in the Faculty of said University and for other official positions in the same.

42. In the election of a president of said University, the deans, professors, assistants and other instructors, said Board of Trustees shall be governed by the following considerations:—richness of personality, altruistic spirit, aptness in teaching and intelligence in scholarship.

43. No person shall be continued as president of said University, dean, professor, assistant or other instructor

who does not make it manifest by his spirit and service ; —first, that he is sincerely desirous of promoting the welfare of said University ; second, that he has a personal knowledge of, and genuine interest in the students ; third, that he is a more efficient teacher than at any preceding date ; fourth, that he is doing his full share in improving the profession of teaching ; fifth, that he fills his place as a citizen of the local community, the state, the nation and the world, and sixth, that he does not use tobacco, or alcoholic liquors as a beverage.

44. The producing of a book that was compiled or written for the purpose of aiding the compiler or writer to secure a position shall not be accepted as *prima facie* evidence of a candidate's fitness to serve said University as dean, professor, assistant or other instructor. Neither shall it be the principal work of the above officers and teachers to devote their time and effort to "research work" in which their students can have no part. It shall be their first and most important duty to serve as teachers, companions, guides and counselors and to achieve, if possible, success in this field. See paragraphs numbered 47, 48, 50 and 54 of this document for exceptions and explanations.

45. It is suggested that the salaries paid persons employed by the Trustees to serve said University shall be such as will fairly compensate for the services rendered and such as will enable the recipients, WHO ARE INTELLI-

GENTLY THRIFTY, to provide for the years when infirmities will not permit them to work.

46. It is the desire of the donors that the Chapel exercises and the services held on Sabbath and other sacred days shall be of such a character as to influence students to live in harmony with the teachings of Jesus Christ. It is hoped the Bible will be studied for its literature, sociology, history, biography, philosophy, psychology, ethics, government, pedagogy, economics and religious teachings.

47. The College of the Home of said University shall make provision for studying the home in its relations, possibilities and service ; promoting its moral, intellectual, physical, artistic, social, financial, economic and industrial welfare and aiding in all efforts which will insure its exaltation. It shall strive to help, by suggestion and appeal, the inmates of the home to be useful to their neighbors, the school, the church and the community. The instruction should also assist in developing that quality of thrift—intelligence in spending money and using material and time—which will enable each to have what he needs out of his income, and save a margin, be it ever so small. It should so use its good offices as to persuade all who come under its tuition, "To live content with small means ; to seek elegance rather than luxury, and refinement rather than fashion ; to be worthy, not respectable ; and wealthy, not rich ; to study hard, think quietly, talk gently, act frankly ;

to listen to stars and birds, to babes and sages with open heart; to bear all cheerfully, do all bravely; await occasions, hurry never—in a word, to let the best, unbidden and unconscious, grow up through the common.”

48. The College of Education of said University shall provide for the training of teachers, principals and superintendents of schools. The curriculum shall include three groups of studies. First, the basic subjects in any scheme for the study of the principles and products of education, viz: sociology—human relations; history of education—record of civilization; philosophy—laws of life; psychology—mind and its development. Second, biology—science of physical life and growth; sanitation—keeping clean; finance—value of a dollar; ethics—laws of moral health and growth. Third, administration, supervision, curricula and methods. In addition to the above, studies shall be made of school grounds, buildings, furnishings and decorations, and how to make the school the social, literary and art center of the community. An investigation of the School Improvement League will contribute much of value in all of the above studies. See pamphlet in box referred to in paragraph numbered 69 of this document. Also see Emerson's Essays on Spiritual Laws, paragraph 30.

49. The College of Art of said University shall be known as the KILLOUGH COLLEGE OF ART, in honor of Rebecca Jane (Killough) Stetson, wife of William

Wallace Stetson. It shall have its lecture rooms and studies in said Art Building and in the building adjoining it. Besides doing its technical work in painting, sculpture, architecture, etc., it shall give instruction in the interpretation and appreciation of works of art, and in the architecture and decoration of the home, the school and other public buildings. This instruction shall be given in such form and with such illustrations as will make it of interest and use to the students of the other Colleges of said University, who apply for these non-technical courses.

50. The College of Sociology of said University shall make such studies of human relations as will tend to develop in its students a desire to found a home, to assist in maintaining a school and a church, and to help in forming a community, making a state and ruling a nation. These investigations and studies should include, among other things, an inquisition of the sociological phases of: The home, the school, the church, the community, the state and the nation; also psychology, philosophy, ethics, labor, thrift, poverty, philanthropies, recreations, economic evils, state aid and control, industrial problems, morals, religion and those activities and agencies which may aid each in living with his fellows, appreciating their limitations and learning to serve. This work should nurture in the students an intelligent sense of responsibility, assist in qualifying them to be citizens of the world and stimulate them to

do their selected tasks in a better spirit than they have been done by any one else of equal endowments. See section *g* of paragraph numbered 91 of this document, also section *i* of same paragraph.

51. The College of Music of said University shall help its students to achieve a mastery of the best the world's great composers have produced, and inspire and aid those who may enrich the lives of others with the messages they may reveal in the form of music. It shall make provision for giving instruction in the interpretation and appreciation of music for the students of the other Colleges of said University who may apply for these non-technical courses. These courses shall include, among other things, national hymns, folk songs and melodies. The controlling thought should be that this College will strive to furnish the opportunities and stimuli necessary to learn to use a wonderful vehicle of expression, that music is the language of the emotions and that feeling is the highest form of intelligence.

52. The Killough College of Art, the College of Education, the College of Sociology and the College of Music shall so use their resources and facilities in doing their prescribed work that they will improve and exalt the home.

53. It is the desire of the donors of said Fund that generous provision be made by the Trustees and Faculty of said University for giving instruction in the "humanities". That this may be efficiently done and also that

ample facilities may be provided for acquiring the broadest and profoundest scholarship, it is required that Colleges or Departments be equipped for the study of languages, literatures, philology, history, philosophy, psychology, oratory, government, economy, geography, commerce, business, science, mathematics, and kindred subjects, leaving for technical schools the important work of providing instruction in certain concrete subjects of study.

54. It is recommended that in work involving a study of Nature, students shall not only learn the facts recorded in books and the specimens examined, but they shall be so taught that they may interpret and appreciate the same. Art shall be taught and studied not only in its technical details but also for the revelations it makes of the visions of the artist and the civilization of an age or a nation. In literature and history the beauty and message of the volume studied shall rank in importance the facts recorded. Science and mathematics shall be so taught that the student will be forced to find illustrations of data and principles in nature and conditions of which he has a personal knowledge. The work in psychology, sociology, pedagogy, economics, economy, government, geography and related subjects shall be supplemented by concrete studies. The work in the languages shall afford opportunities for estimating the quality of the literature studied and the merits of the author. Facts, principles and spirit are vital, but

the greatest of these is the spirit. The study of books may become a fetish, producing imbecility, while the study of things may develop power, culture, appreciation, facility in expression, intuitive taste and sound judgment. In the training of those who must obtain their education from a study of things instead of books, the student shall be brought in contact with the object and stimulated to know and use it. Personal observation and individual effort shall characterize this work. The purpose of all instruction and study shall be to help the student to acquire accurate knowledge and intelligent insight and to know and feel the life and teaching of the thing studied and the spirit in which it was created.

55. At least one lecture shall be given each year before the Faculty and students of said University by some one who has done something worthy of special recognition, who has a message and who can deliver it in such a manner as to be impressive. In addition to the above, lectures shall be given on religion, law, medicine, commerce, industries, history, science, literature, economics, economy, current topics, national and international problems, etc.

56. It is suggested that the physical training of students receive special attention to the end that they may have healthy, graceful and responsive bodies. No training shall be given which has for its purpose the producing of athletes and no game shall be played by any student, while

affiliated with said University, which bears any resemblance to professional base ball as now played in this country, or foot ball as played by the students of any college or university of the present day. Any form of sport which interferes with the study or recitation work of students in said University shall be prohibited. Games that develop the tricks of the gambler or the brutality of the gladiator deprave those who participate in them and corrupt those who are witnesses of these contests, or who visualize them by the assistance of the press. A university can not justify itself in promoting slugging.

57. It is suggested that the Faculty of said University, with the approval of said Board of Trustees, admit students from the other states and dependencies of the United States and also from other nations, and that said Board of Trustees loan from the income of said Stetson Fund, the tuition of such students as the Faculty of said University may designate, and also loan said students additional sums, provided said students exhibit encouraging capacity for, and manifest a controlling desire to do scholastic work, and provide farther that all amounts loaned shall be repaid, by said students, to the treasurer of said Board, together with such amounts for interest as said Board shall stipulate at the time said loans are made. The loan made to any student when supplemented by the funds he may have, or can earn, shall not exceed a sum requiring thoughtful

economy in its expenditure to insure paying all his university bills from his own funds and these loans. The interest charges on said loans should be nominal until the financial affairs of the borrower are in such condition that he can liquidate the debt. No loan shall be made to any student whose integrity is not above question.

58. No student shall be admitted to or permitted to retain any connection with said University who uses tobacco, or alcoholic liquors as a beverage, during the time said student is in any way affiliated with said University.

59. No student shall be allowed to have any connection with said University who persists in offensive conduct in his private or public relations. See paragraph numbered 60 of this document. The vicious morals and boorish manners of some students, in certain higher institutions of learning, are too well known to call for recital, and they are so flagrant as to warrant an effort to prevent their continuance. These students are a disgrace to universities and a discredit to the race. All persons found guilty of acts of vandalism on the grounds, buildings or other property of said University and all persons who offer an indignity or inflict a bodily injury—wilfully—on any person, or who are responsible for any of these offences being committed by any one else, shall be punished to the full extent permitted by a rigid enforcement of rules and statutes.

60. The Faculty shall be the judge of the fitness of

candidates for matriculation in said University and it is authorized to suspend, or expel any student, for cause, and its decision shall be final. See section *c* paragraph numbered 91 of this document.

61. The said donors have faith in the greater usefulness of the small university. It is hoped the quality of the student body and the work done will be more highly esteemed than numbers.

62. The Faculty of said University may admit to the College of the Home, the Killough College of Art, the College of Music and to certain other Colleges of said University any student who can derive benefit from the instruction and opportunities offered by these Colleges, on such terms as it decides is best for the candidate.

63. The said University should be ranked as a failure if it does not become the servant of the people while serving its students.

64. The said University should be credited with rendering a genuine service if it helps its students to acquire knowledge, develop power, attain culture and achieve appreciation, and the greatest of these is appreciation.

65. The fundamental purposes of said University are :
a. To persuade the people to make education the work of a lifetime. See section *i* of paragraph numbered 91 of this document.

b. To exalt the home—making it beautiful without and

within, a center of broadest and noblest training and culture and a means of grace to every one who comes within the range of its influence.

c. To help the school to be the second most potent agency in making worthy men and women out of boys and girls and so uniting it with the home that they will join hands in controlling the world's destiny.

d. To make manifest that religious faith, scientific knowledge and the fine arts are a human trinity, living in harmony and cordial recognition, thus permitting each to come to its highest estate. Upon these three progress must build its Temple.

e. To provide such facilities that each will be guided to find himself, helped to come into his own and fitted to live alone and with his fellow men.

f. To encourage a desire for those periods of isolation which assure communion with ideas and ideals and promote those illuminations which solve life's mysteries.

g. To reveal the duties of each to all so that human relations will mean so many opportunities of serving and being blest.

h. To assist in interpreting and appreciating the life and messages resident in nature, art, literature and visions.

i. To furnish sympathetic and liberal instruction in the "humanities".

j. To inculcate a sane economy in the expenditure of time, effort, material and money.

k. To demonstrate that the student and scholar must work with and learn from those who need them most to insure the largest capacity to grow and do.

l. To give those of limited means and unlimited possibilities a chance to fit themselves to help in increasing that wealth which pays dividends in two worlds.

m. To find nurture for the soul in the lives of Michael Angelo, Richard Wagner, Jean Francois Millet and Abraham Lincoln.

n. To make it possible for noblest minds to reside in bodies that serve and do not embarrass their tenants.

o. To develop a love for work,—life's blessing,—and thus help each to make the most of the best in him.

p. To present knowledge in a form to feed the minds to which it is offered.

q. To require that mastery of the technical which is the basis of scholarship and to inspire that insight which makes the recorded page radiant with life.

r. To encourage breadth of scholarship without tolerating shallowness and intensity without breeding narrowness.

s. To recognize scholarship and culture and to assist in eliminating the assurance of the dilettante and the arrogance of the academic snob.

t. To nourish convictions while stimulating opinions.

u. To foster that kind of courage which makes fear a guardian angel. See Proverbs IX:10.

v. To aid and permit each, by instruction *and by silence*, to count for one when standing alone, to walk in his own path although he must journey unaccompanied, to illumine the highway in which he travels, and to see in the large and in relations. See Emerson's Essay on Self-Reliance, paragraph 23.

w. To discover the distinctive and comfort those who may become distinguished.

x. To cultivate sensitiveness for the right and reverence for the divine.

y. To learn wisdom from the Teacher of Nazareth and how to serve from the Man of Galilee.

z. To preach the gospel that education must result in life, service, love and joy,—life that grows more abundant, service that saves both sinners, love that reveals the divine and joy that abides.

65. To do the things the world needs to have done when the time comes for doing its share in making life better worth living.

66. The said Board of Trustees shall have the ownership, as trustees, of all properties belonging to said University, together with the control and management of its affairs, under the laws of the State in which it is located and the provisions of this document. Said Board shall

also have authority and power to do and cause to be done such other acts and things as are necessary in the performance of its duties in establishing, building, equipping and maintaining said University and conducting its affairs.

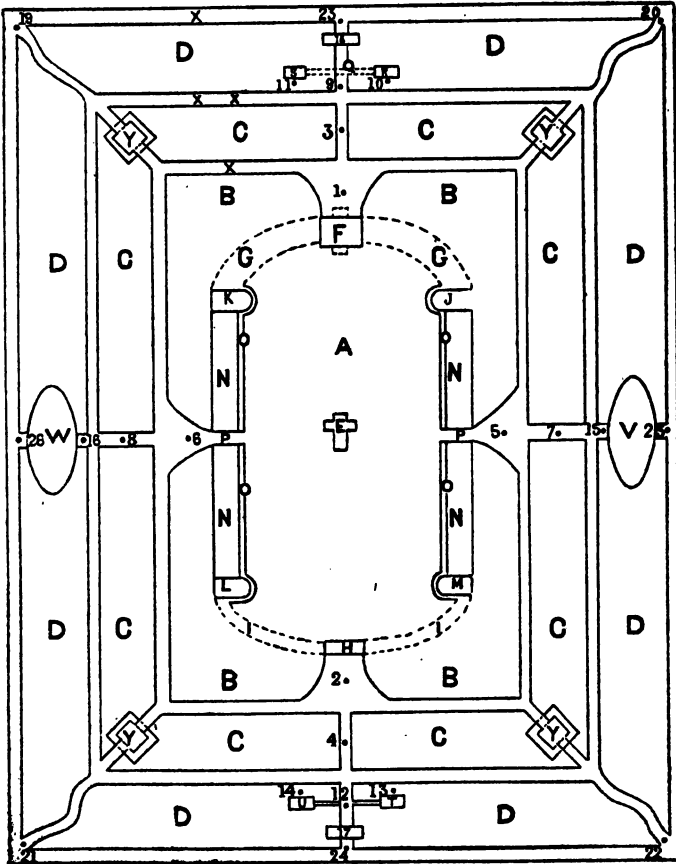
67. It is the desire of said donors that the directions, suggestions, statements and other limiting provisions found in this document shall be construed liberally as these items were written by the donors and may be wanting in certain technical forms.

68. It is suggested that the members of the Faculty and the members of the Board of Trustees of said University read the terms and conditions of this document at least once every three years.

69. A box containing books, booklets, pamphlets, plans, manuscripts and other documents has been deposited with said . . . Trust Company and the same is to be delivered to the Faculty of said University as soon as may be after the members of said Faculty have been appointed and have entered upon the discharge of their duties. Instructions will be found in said box as to the disposition to be made of said material.

70. A pen and ink outline sketch of the grounds and buildings of said University, together with a key and explanations of the same are given in paragraphs numbered 71 and 72 of this document.

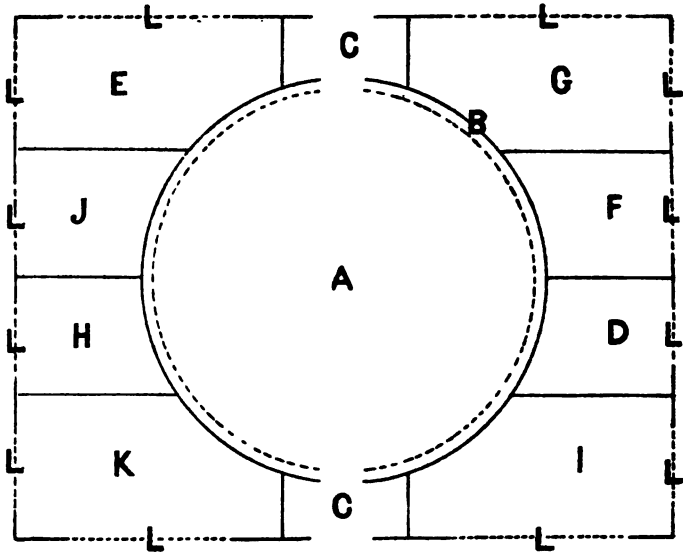
71. Plans of a University to be established, built, equipped and maintained with funds provided by William Wallace Stetson and Rebecca Jane Stetson, both of Auburn, Maine. [See Page 214]



ADMINISTRATION BUILDING.

First Floor.

250 x 350 feet.

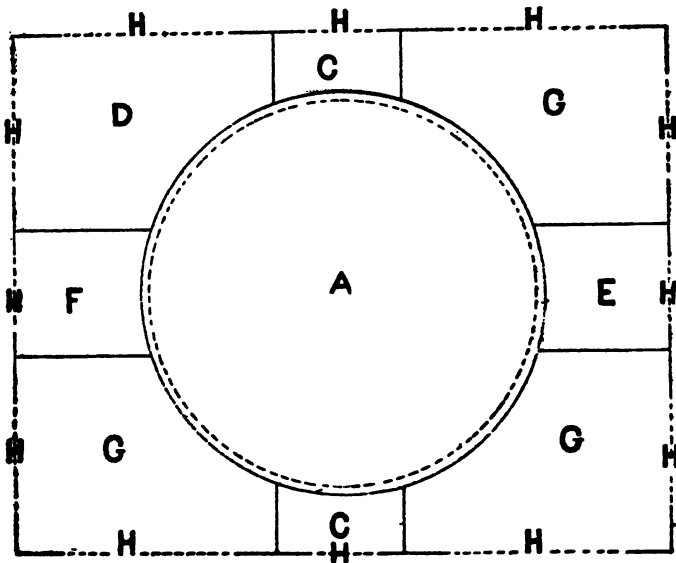


- A. Hall of Honor, two hundred (200) feet in diameter.
- B. Space for Memorials.
- C. Vestibules and Stairways.
- D. Trustees' Room.
- E. President's Room.
- F. Deans' Room.
- G. Professors' Room.
- H. Registrar's Room.

- I. Treasurer's Office.
- J. Secretary's Office.
- K. Superintendents' Office.
- L. Mullion Windows, extending to the ceiling.

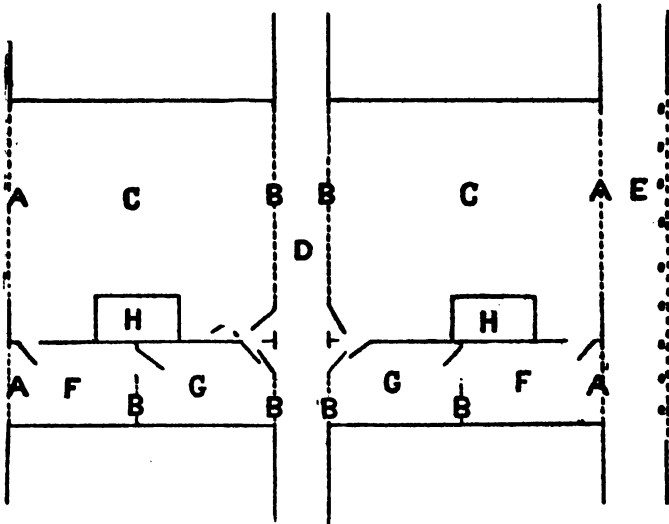
NOTE:—The Hall of Honor extends from the first floor to the ceiling of the dome. All the doors are to be located by the architect. There shall be a portico on each side of this building, about 35x150 feet.

ADMINISTRATION BUILDING.
Second Floor.



- A. Opening of the Hall of Honor, extending to the ceiling.
- B. Wrought Iron Walk with Rail.
- C. Vestibules and Stairways.
- D. Faculty Room.
- E. Organ and Orchestra Loft.
- F. Chorus Loft.
- G. Halls.
- H. Mullion Windows, extending to the ceiling.

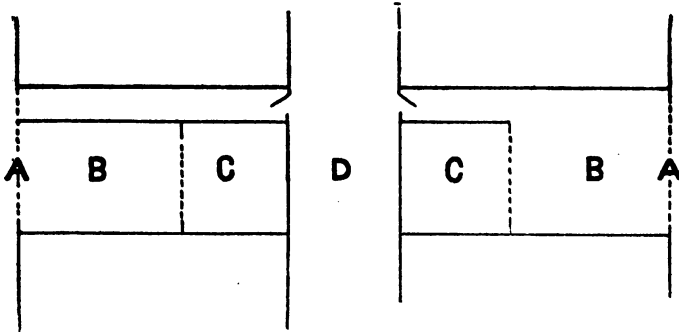
CROSS SECTION OF LECTURE ROOMS.



- A. Mullion Windows, extending to the ceilings.
- B. Translucent Glass Partitions, extending to the ceilings.
- C. Lecture Rooms, about forty-six (46)¹/₂ by fifty¹/₂ (50) feet.
- D. Corridor, about ten (10) feet wide.
- E. Colonnade, about twelve (12) feet wide.
- F. Professor's Office, about fifteen (15) by twenty-five (25) feet.
- G. Library and Laboratory, about 15x23 feet.
- H. Platforms.

NOTE:—It is suggested that the walls and ceilings be constructed of steel and the floors of tile or cement or equally durable material.

CROSS SECTION OF STUDENT HALLS



- A. Mullion Windows, extending to the ceiling.
- B. Study Room, 12x15 feet.
- C. Alcove for beds and closets, 8x9 feet.
- D. Corridor, about (10) feet wide.

NOTE:—The width of the Student Halls is about sixty (60) feet and they are built around a court two hundred (200) feet square. There are arches on the sides where the diagonal boulevards intersect the halls, permitting a continuous passage across area marked C. The sub-story of the Student Halls is about six (6) feet above the surface of the ground and about five (5) feet below, and is to be used for "Commons", kitchens, laundries, recreation rooms, baths, toilets, etc. There are two stories above the sub-story. It is suggested that the walls and ceilings be constructed of steel and the floors of tile or cement or equally durable material. The arches, referred to above, are about twenty-five (25) feet wide.

72. Key to the letters and figures found on the plan in outline sketch in paragraph numbered 71 of this document, together with titles, inscriptions, notes, mottoes, etc., for buildings and statues. [See Page 209]

- A. Inner Campus.
- B. Outer Campus.
- C. Residences of the Faculty.
- D. Parks.
- E. Chapel.

- F. Administration Building.
- G. Arcades.
- H. Main Arch.
- I. Peristyle.
- J. Art Building.
- K. Library.
- L. Museum.
- M. Auditorium.
- N. Lecture Rooms.
- O. Colonnades.
- P. Side Arches.
- Q. Arcade between the College of the Home and the College of Education.
- R. College of the Home.
- S. College of Education.
- T. College of Sociology.
- U. College of Music.
- V. Zoological and Botanical Gardens and Conservatory.
- W. Coliseum.
- X. Boulevards.
- X'. Trolley (?).
- Y. Student Halls.

Titles of statues and other works of art and inscriptions for the same, together with suggestions as to the conceptions to be embodied in each.

1. Love—See life and teachings of the Christ.

2. Justice—See Merchant of Venice, act 4, scene 1.
Portia : And earthly power doth then show
likest God's
When mercy seasons justice.
Also see Paradise Lost, book X, line 77.
3. Our Ancestors—See book of Genesis.
4. Citizens of the World—See portraits as painted by
the great poets.
5. Vision—See Emerson.
6. Service—See the Mother, in "The Breaking of
Home Ties", by Hovenden.
7. Ambition—See Life of Lincoln, by J. G. Holland.
8. Fruition—See John Anderson, My Jo, by Robert
Burns.
9. Father and Mother, and Teachers (man and woman)
—See Snow-Bound, by Whittier and Cotter's Sat-
urday Night, by Robert Burns.
See "Domsie", in Beside the Bonny Briar Bush,
by Ian MacLaren. Also see the common school
teacher as revealed in the lives of those she has
taught.
10. Hebrew Patriarch and Cornelia the mother of the
Gracchi.
11. Aristotle and Mary Lyon.
12. "Our Brother"—Inscription : The Lover of Mankind.

13. Lincoln—Inscription: The Wisest and Tenderest Human.
14. Music—Inscription: Is the Language of the Emotions.
15. Inscription for the Fountain—Life and Healing.
16. Victory—Inscription: Is Surpassing Yourself.
17. Science Laboratories.
18. Institution of Educational Research.
19. Statue of Literature.
20. Statue of History.
21. Statue of Science.
22. Statue of Mathematics.
23. Statue of Agriculture.
24. Statue of Mining.
25. Statue of Manufacture.
26. Statue of Commerce.

Inscriptions for Colleges :—

For the College of the Home :—The homes of a Nation must be domestic universities.

For the College of Education :—The school must be the social, literary and art center of the community.

For the Arcades between the College of the Home and the College of Education :—The home and the school hold the hope of the future.

For the College of Sociology :—I am my brother's keeper.

For the College of Music :—Feeling is the highest form of intelligence.

Motto for said University :—STRIVE TO SURPASS YOURSELF.

Official title and legal name of said University :—

THE WILLIAM WALLACE STETSON UNIVERSITY.

Notes of explanation :—

a. The first words following the above numbers are to be used as the titles on the statues and other works of art. Numbers 12, 13, 14, 15 and 16 have also, beneath the titles, the inscriptions given above.

b. A statue, based on Defregger's Madonna, shall be placed in the rotunda of the College of the Home. The inscription on the pedestal of this statue shall be :—The Hope of the Ages.

The Coliseum is to be used for pageants, tournaments, festivals, celebrations, sports and other exercises requiring extensive areas for their performance and a large amphitheater for seating the spectators. All contests requiring physical skill or prowess, engaged in between students of the Colleges, the departments, associations of students, classes and groups of students of said University shall be begun, wrought out and settled in the Coliseum and conclusions there reached and settlements there made shall not be reopened or supplemented elsewhere, except by or

under the direction of said Board of Trustees or said Faculty, or in a court of law or equity.

If a trolley is operated on the grounds of said University it should enter below the surface, if possible, make the circuit on the boulevard marked X' and leave the grounds on the track on which it enters. The track, if one is laid, shall be on the roadway next to the area marked D. No overhead wires shall be permitted on these boulevards.

73. The income of said Stetson Fund, after it amounts to Ten Million (\$10,000,000.00) Dollars, shall be set apart as a separate fund until it amounts to Five Hundred Thousand (\$500,000.00) Dollars. When said income amounts to said sum, then it shall be paid by said Trust Company, or its successor, to the Board of Trustees hereinafter provided, which said Board of Trustees shall be appointed, constituted and qualified and subject to the same conditions as provided in paragraphs numbered 7, 8, and 9 of this document, except that said Board shall consist of one representative of the universities and colleges, one of secondary schools and one of the elementary schools, and a cosmopolitan, an artist, a lawyer and a financier, making seven members in all, who shall hold office, have the powers and perform the duties enumerated in paragraphs numbered 14, 15, 16, 17 and 66 of this document and those herein-after specified. In reading the paragraphs cited in this paragraph and those herein-after cited in

other paragraphs, the word "Institution" is to be substituted for the word "University".

74. The Board of Trustees provided for in paragraph numbered 73 of this document shall, when legally organized, receive from said Trust Company, or its successor, said Five Hundred Thousand (\$500,000.00) Dollars and shall deposit the same with a trust company or other corporation to be held by it, as trustee, in the same manner and with the same powers and duties as are provided in paragraphs numbered 1, 2, 3, 5, 6, 16 and 17 of this document and for the purposes herein-after set forth.

75. The income of said Five Hundred Thousand (\$500,000.00) Dollars shall be added to the principal until the principal and income accruing from the same, amount to Ten Million (\$10,000,000.00) Dollars.

76. This fund, the sum named in the preceding paragraph, together with the income accruing from the same shall be known as the Killough Foundation, in honor of Rebecca Jane (Killough) Stetson, wife of William Wallace Stetson.

77. When said Foundation amounts to Ten Million (\$10,000,000.00) Dollars, then the income accruing from the same shall be paid to the Board of Trustees provided for in paragraph numbered 73 of this document for the purpose of building, equipping and maintaining an Institution to be known as the INSTITUTION OF EDUCATIONAL

RESEARCH, and said Board of Trustees shall establish said Institution at the location designated for the same on an area marked D as found in paragraph numbered 71 of this document, or in some place agreed upon by said Board of Trustees and the Board of Trustees of said University, acting as one Board and each Board having one vote. See paragraphs numbered 23 and 71 of this document for the site of said Institution.

78. The said Board of Trustees of said Institution shall administer the affairs of said Institution as economically as is consistent with an efficient service. It is expected there will be an annual unexpended balance of more than Two Hundred Thousand (\$200,000.00) Dollars accruing from the income of said Killough Foundation. The said unexpended balance, whatever it may be, shall be paid by the Board of Trustees of said Institution to the Board of Trustees of said University. One-half of the amount so paid shall be added to the principal of said Stetson Fund, until said Fund, with the income accruing from the same, together with all additions made to the same, amount to Twenty-five Million (\$25,000,000.00) Dollars, and the remaining one-half so paid may be expended by the Board of Trustees of said University for current expenses of the same. The disposition of unexpended balances shall be in accordance with the provision of the last sentence of paragraph numbered 6 of this document. When said Stetson

Fund amounts to Twenty-five Million (\$25,000,000.00) Dollars, then the unexpended balance of said Stetson Fund and said Killough Foundation shall be expended by said Boards, acting as one Board and each Board having one vote, for promoting such educational enterprises as they may decide will be of greatest service to the schools of the world. IT IS REQUIRED THAT THE AFFAIRS OF SAID UNIVERSITY AND SAID INSTITUTION SHALL ALWAYS BE ADMINISTERED WITH RIGID ECONOMY.

79. A sufficient portion of the resources and facilities of said Institution shall be devoted to tabulating what has been done in matters educational, formulating what is being done and preparing outlines, recommendations, and plans for the improvement of schools, to insure the efficient performance of this work. To do this work intelligently those having it in charge must know conditions, comprehend principles and appreciate results.

80. Said Institution, in conducting its investigations, shall make use of the work done by the College of Sociology, so far as it has to do with the home, the school and the community. See paragraph numbered 50 of this document. Also of the work done by the College of Education, as outlined in paragraph numbered 48 of this document.

81. Said Institution shall devote a portion of its re-

sources and efforts to conserving the best that time, intelligence and labor have produced and promoting something better in the schools and in its relations to the home and the community. It shall devote itself to securing the highest development of the child, and to discovering the influences, agencies and material which will be most useful in doing this work.

82. In deciding what will be most useful to any given person or community the absolutely best need not be selected, but preference may be given to the best of which he or it can make use. While striving to help the individual and improve conditions we should not forget that development must proceed from where we are, through the better to the best, and we may not skip intermediate stations. Growth depends on time, capacity, opportunities and stimuli. The first is not within our power to modify. The second must be accepted as found in the individual with whom we deal. The third and fourth are largely of our provision. It is the problem for said Institution to solve :—What must these two be that time may be utilized and capacity increased? The best things come into our lives through the effort we make in mastering them and in nursing a love for them. It is by these endeavors that we become wiser and more righteous and that the good which comes our way is a blessing.

83. For details as to terms, conditions, duties and re-

quirements for the appointment of persons to serve said Institution and for the general purposes of the same, see paragraphs numbered 41, 42, 43, 44, 45, 66 and 68 of this document.

84. The working force of said Institution shall consist of a president, five or more deans, inspectors, teachers and assistants. The president shall perform the duties belonging to the head of said Institution and shall have charge, with the assistance of the deans, of the work done in studying and reporting on the, (a) Universities, Colleges and Secondary Schools, (b) Urban elementary schools, (c) Suburban elementary schools, (d) Foreign schools, (e) Other schools, and shall arrange for the preparation of such documents and the providing of such aid as is found necessary in serving the schools.

85. The deans shall conduct and superintend such experiments, observations, investigations, studies and reports and perform such other duties as are assigned them by the president. The inspectors shall make such investigations, observations, studies and reports as are assigned them by those having authority to direct their work. The teachers shall have charge of the schools which are aided or controlled by said Institution and shall make such experiments, investigations, observations, studies and reports as are required by those under whom they serve.

86. Said Institution shall provide such lectures, based

on its research work, for the students of said University as the Faculties of said University and said Institution decide will be of service to said students, and said Institution shall bear the expense incident to the preparation and delivery of said lectures.

87. Said Institution shall use such means and agencies in disseminating the results of its work as it decides will best serve the public and the cause of education.

88. Said Institution may use the reports of its work, together with other material, in magazines which shall be published by said Institution, for general distribution. In the following forms:—(a) a weekly magazine for elementary schools, (b) a monthly magazine for superintendents, principals and teachers in secondary schools, (c) a bi-monthly magazine for universities and colleges, (d) a quarterly seminar. These publications shall be sold at cost of paper, composition, printing, binding, mailing and postage, after deducting receipts for advertising.

89. Said Institution may assist in maintaining and may have charge of a school in a rural community in each state or dependency of the Union. For details for establishing and conducting said school see booklet entitled "Standard Schools", and to be found in the box mentioned in paragraph numbered 69 of this document. The plan outlined in said pamphlet should be so modified as to place these schools somewhat in the control of said Institution. The

communities in which said schools are located should grant the use of the school property to said Institution and also pay to it the amount it has averaged to expend for schools for a term of years, provided said Institution add sufficient funds to those contributed by the community to maintain a "Standard School" for a generation. As soon and as far as is consistent with the continuance of these schools, the local communities shall enjoy the advantages incident to managing said schools and determining as to the means to be used in improving them. It is suggested that said schools be established in the communities in which they are most needed. If they are successfully conducted in these, then it will be manifest they may be duplicated, to advantage, in all schools of their class.

90. The following topics for study and investigation, by said Institution, are to be considered as suggestive only and are not presented as being exhaustive or consecutive.

Is a helpful classification of minds possible?

Are there reasonably well defined stages of mind development?

Are there limits beyond which it is not wise to attempt to continue the mind development of certain persons?

What proportion of the support of the schools should be provided by the citizen, the local community, the county, the state and the nation, that the best may be done by and for the individual?

What may be done, by the public, for the betterment of the children before they are born?

What may be done for the betterment of children, by the public, before they enter school, ranking the kindergarten as a school?

At what age—stage of development—should children enter schools in which the common school studies are taught?

What subjects of study should be taught and what methods of instruction should be used during each stage of the child's development?

To what extent should the aptitudes of the child determine the matter and manner of his studies?

Is it possible to start children at the right point, allow them to travel by the direct route and gather only enough details to gain the most from the work done?

What should be the course of study for the child who must get his education from a study of things instead of books?

How may unusual gifts be trained and utilized?

In what order should the several studies be pursued, which should be studied at the same time, what details should be required, what principles should be mastered and what results should be attained by the study of each? By the study of all?

How may the child in the rural community be helped to

make the most of his advantages and to minimize the evils incident to his surroundings?

Same of the child who lives in the city?

Are individuals inherently best fitted for certain places?
If so, what may be done to help them to find and fill them?

What means may be used to make the will of the weak stronger and of the strong sane?

Same of controlling desires?

Is it possible to live in the fourth dimension?

How may it be made clear to young people that they must become the product of their feeling, thinking and doing?

Prepare outlines, suggestions and lists of books and pictures for children when doing their work in the homes, when working independently and when pursuing their studies in school.

How may the School Improvement League be so modified as to be of service to the home, the school and the community? See pamphlet in box mentioned in paragraph numbered 69 of this document.

What may be done to develop personality, individuality, a sense of personal responsibility, independence, aggressiveness, assertion and self-respect and prevent undesirable manifestations of these qualities?

What may be done to aid teachers to see the wisdom of keeping out of sight but within hearing of the children,

leaving them free to walk or stumble and thus save them from becoming echoes of other personalities?

How may the children be helped to get the good and not be harmed by the infinite complexities of civilized life?

How may children be provided with that isolation, quiet, and that personal intimacy with Nature without which growth and culture are impossible?

How may parents and teachers foster in the child that form of expression which will most clearly reveal his thought?

Prepare suggestions for utilizing time, effort, material and money in the administration and work of the school.

Prepare plans, specifications and details necessary to plot and adorn grounds and erect and furnish buildings for the school.

What may be done to stimulate and aid the child in the appreciation of the beauty and messages to be found in nature, art and literature?

May the child be aided to connect rivulets with his stream of studies until it becomes a river of life?

How may the continuance of the growth of the generous and unselfish be stimulated until they dwarf the mean and sordid?

What by-products should the school produce?

What agencies and influences make bad things good and good things better?

It must be borne in mind that principles only are eternal and that opinions must be revised. Hence these investigations must be continuous that the revision of the statements, outlines, suggestions and recommendations issued by said Institution may be frequent.

91. Suggestions by the way :—

a The plans for the construction of residences for the Faculty of said University and the Faculty of said Institution, and the rental of the same, are left to the decision of the Board of Trustees of said University. It is expected, before they are built, that intelligent people will have acquired enough wisdom so they will not contend for the means of killing themselves caring for a house they can not use, but instead will desire a home that may serve its purpose without making slaves of its inmates. It is also expected that such agencies will then be available for preparing and serving food that this work will not be done in the several homes.

b The donors are convinced the time will come when the controlling ideal will be a modest competence and when the ownership of large values in property will be considered a burden and an undesirable responsibility, hence the emphasis placed, in this document, on the home and the life that does not depend on material riches for its wealth. While it is important that people live in the

best homes, it is still more vital that they feel at home in such surroundings.

c The Board of Trustees of said University and the Board of Trustees of said Institution of Educational Research shall not appoint any person to serve or dismiss any person who is serving said University or said Institution over the veto of the president of said University or said Institution, as the case may be, provided such veto, together with the reasons for the same, are presented, in writing, to the Board having jurisdiction of the appointment or dismissal.

d The Superintendent of the Grounds and Buildings of said University and said Institution shall make it his special business to receive a dollar's worth of material or service for every dollar expended and to pay a dollar for every dollar's worth of material or service used. His motto shall be :—"This one thing I do". His record shall determine his retention or dismissal. The above statements apply with equal force to all persons who are employed to serve said University or said Institution. He who, by his unbusiness-like methods, invites another to cheat him is guilty of the same offense as when he cheats another.

e No candidate shall be admitted to, and no student shall be permitted to retain any connection with said University who does not furnish ample evidence of a capacity for work and a controlling desire to apply himself indus-

triously to the tasks which are set him to master. The said Board of Trustees must refuse to continue in the service of said University a Faculty that does not rigidly enforce the above requirements. A failure to do its duty in these matters would exhibit a disposition to assist in furnishing a habitat and amusement for loafers.

f It is suggested that after said University has been granting diplomas for thirty years the state officials named in paragraph numbered 7 of this document shall appoint the members of said Board of Trustees from lists of candidates recommended by the alumni of said University.

g We do not obtain all or even the largest fraction of our education from schools. The world, the nation, the state, the community, the home and our daily tasks share in this service. There are also other agencies which provide a part of this training, although their primary purpose is not educational. These are :—reforms, politics, philanthropies, commerce, the stranger and missions, and also the church, the club, the lodge, entertainments, friends and emergencies. Inasmuch as we depend so largely on these activities to fit us for life and its work and without whose help we can not become educated, it is important that we appreciate our teachers. Therefore it is suggested that facilities be provided so that the student may become familiar with the history, the present scope, the means used,

the methods employed, the character and quality and the results achieved by each of these agencies. In doing this work the enduring facts should be mastered, the principles understood, the tendencies revealed, the skill and spirit of agents recognized and a decision reached as to the changes needed to enable each to render its best service. These investigations should be supplemented by a study of the attitude which should characterize the cosmopolitan in his relations to the world, the nation, the state, the community, the home and himself ; also to reforms, politics, philanthropies, the stranger, commerce and missions, as well as to the church, the school, social and fraternal organizations, entertainments, friends and emergencies. The College of the Home, the College of Education and the College of Sociology shall unite with said Institution of Educational Research in making the studies outlined above.

4 All matters in which the Board of Trustees of said University and the Board of Trustees of said Institution of Educational Research are required to act as one Board, on which they fail to reach a decision within a reasonable time, shall be submitted to a Board of Arbitration for adjudication. Each of said Boards shall select one arbitrator and the two so chosen shall select a third and the Board of Arbitration so constituted shall proceed, at once, to investigate the matter in controversy and render a decision on

the same and its award shall be final and shall be carried into effect, in good faith, by said Board of Trustees.

i History teaches that nations are virtuous while they are growing, arrogant when grown and victims of vice in their decadence. Many nations have ceased to exist because they could not use the fruits of prosperity without abusing them. When young they were strong in all that glorifies life. When they became powerful in numbers and possessions they cultivated vices that wrought their undoing. Once started on the road to ruin they travelled to their destiny by the shortest route. In early days they grew because each felt he was responsible for doing his best. In their maturity they were dominant because of mass and momentum. In the end they failed because they did not face their vices, condemn them and replace them with virtues. Our nation will not continue this record if it has that insight which reveals conditions, that intelligence which comprehends facts and that courage which forsakes evil and lives righteously. These enduring qualities are the product of such teaching and exemplification of ideals as will assist in saving the people from making a fetich of theology, a form of religion and a travesty of morals, and also helping them to scorn voluntary ignorance, animality in living, littleness of interests, selfishness in thought, tyranny in act, indifference to the claims of the public, faithlessness in personal relations, vulgarity in man-

ners, hostility to social contact, sensuality in art, unvirility in literature, emotional science, slavish absorption in business, clannishness in sects, narrowness of vision, smallness of soul and minus standards. The nation that would have a future must walk the highway that is paved by love and with service.

j The site of said University should have the extent and isolation of the University of Paris in its early days, the elevation and splendor of outlook of Heidelberg Castle, the clear, pure, elastic and salubrious air and the delicate and brilliant atmosphere of Athens and the inspiring serenity of Oxford. Important as are these items still only years can give a university the beauty of mellowness, the influence of an affluent personality and the sacredness of tender memories. Then it becomes a Temple in which the great commune and all find nurture.

92. In case that by reason of the contingency mentioned in paragraph numbered one of this document, the same shall take effect, then since my wife Rebecca Jane Stetson can not act, I designate the said Trust Company as my executor, requesting that no bonds be required

In witness whereof I have hereto set my hand and seal to this codicil to my last will and testament, contained in forty-six sheets, this day of in the year of our Lord, One Thousand Nine Hundred and Ten.

Signed, sealed, published and declared by the said William Wallace Stetson to be a codicil to his last will and testament, in presence of us, who at his request, in his presence, and in the presence of one another, have subscribed our names as witnesses thereto this day of
in the year of our Lord, One Thousand Nine Hundred
and Ten."

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